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ABSTRACT

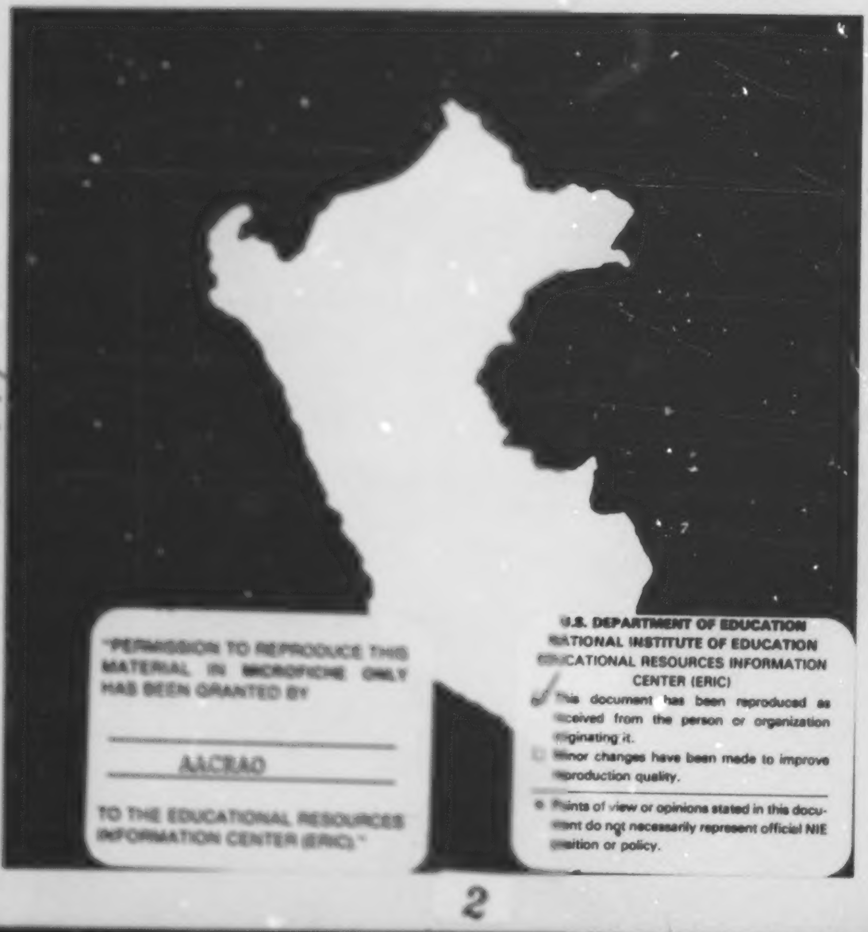
The educational system of Peru is described, and guidelines concerning the placement of students who wish to study in U.S. institutions are provided. After describing preschool through secondary education, attention is directed to technical and vocational training, teacher training, the universities, training in seven health fields, and other specialized education. Specific concerns include the following: traditional upper-secondary education and technical secondary education, formal and nonformal technical education, teacher training programs by level and by the reform/traditional system, special subjects for teacher training and for continuing education, grading and credits for universities, university degrees and titles, undergraduate and graduate programs, ecclesiastical education, education in the arts, and military training. Guidelines for U.S. placement officials cover Peruvian degrees and qualifications and the grading system, and the placement recommendations address credentials at each educational level. Appendices include: reproductions of institutional documents, including certificates/transcripts; and lists of institutions offering different types of studies, including information on enrollments, college programs, and the size of the library collection. (SW)

WORLD EDUCATION SERIES American Association of Collegiate Registrars and Admissions Officers

ED249896

PERU

Collen Gray



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Peru

A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States

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Preface

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Católica Santa María, who read the final manuscript and contributed immensely with his comments.

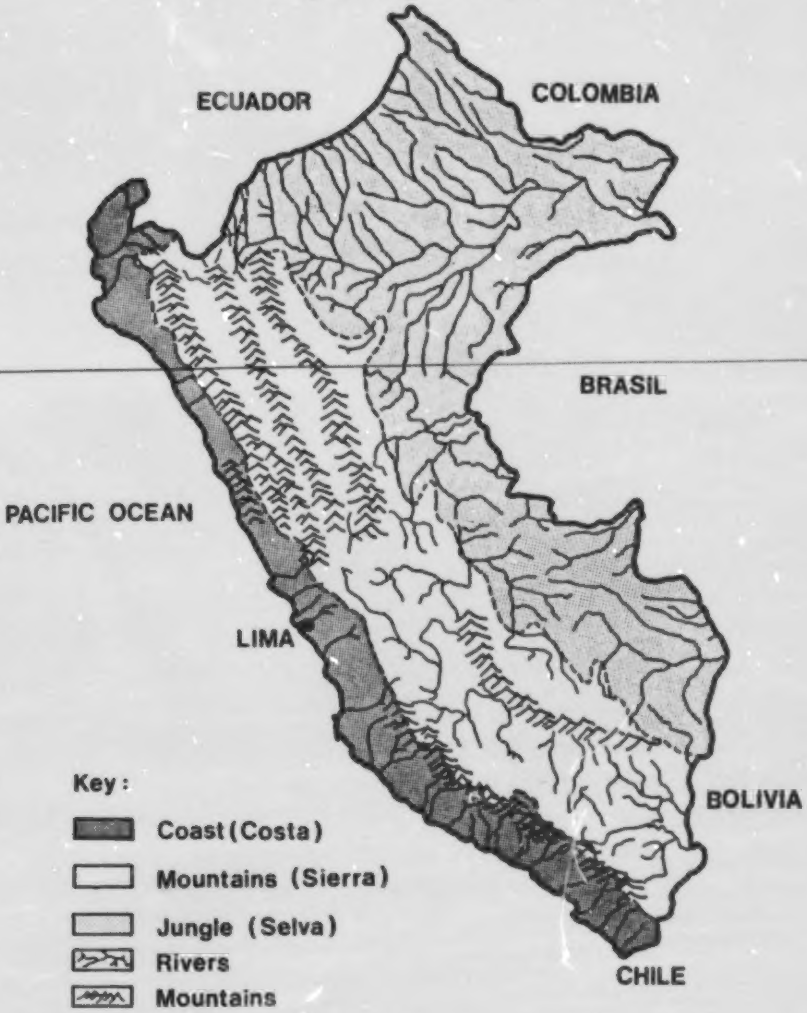
This book is dedicated to my husband, Bill, and our children, Eddie, Scott, and Becky, without whose understanding, encouragement, and patience it would never have been completed.

The opportunity to visit Peru and to know her people has been a most rewarding experience.

Collen Gray
Pittsburg, Kansas
March, 1983

PERU

Geographical Regions


ECUADOR
COLOMBIA
BRASIL
PACIFIC OCEAN
LIMA
BOLIVIA
CHILE
Key:
Coast (Costa)
Mountains (Sierra)
Jungle (Selva)
Rivers
Mountains

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Chapter I

Introduction

Peru is the third largest country in South America and encompasses an area of 496,223 square miles, an area slightly larger than Kansas, Oklahoma, and Texas combined. The Andes Mountains run north and south through the country and divide it into three contrasting topographical areas: the Coast, the Highlands, and the Eastern Jungle. Although Peru lies completely in the tropics, there is great diversity among the regions and even sometimes within a region because of geographical and climatic conditions. These natural obstacles historically have made communication between the areas virtually impossible, allowing regional subcultures and languages to coexist within one nation.[1]

Spanish was the only officially recognized language of Peru from Independence from Spain in 1826 until 1975. Today, it is the most widely spoken language in the country although more than one hundred Indian languages and dialects are reported to exist. By far the most important Indian language is *Quechua,* the language of the Inca Empire, estimated to be spoken by some four million Peruvians. In 1975, *Quechua,* too, was made an official language of the country.

The development of education in Peru is greatly affected by rapid population growth and its spatial distribution. The total population in 1980 was estimated to be 17.8 million (a per annum growth rate of 2.8%) with 51.3% of the population on the Coast, 39.1% in the Highlands, and 9.6% in the Jungle. The coastal area contains only about a ninth of the land area of Peru, yet has more than half of the total population. On the other hand, the jungle area contains approximately 63% of the land area and less than 10% of the population.

Because of the geographical barriers and population distribution, there were 711,800 Peruvians between the ages of 6 and 14 who did not attend school in 1980. Forty-three percent of the population is under age 15. Therefore, it is a tremendous financial strain for the proportionately small working force to provide adequate education for all who seek it. Nevertheless, because

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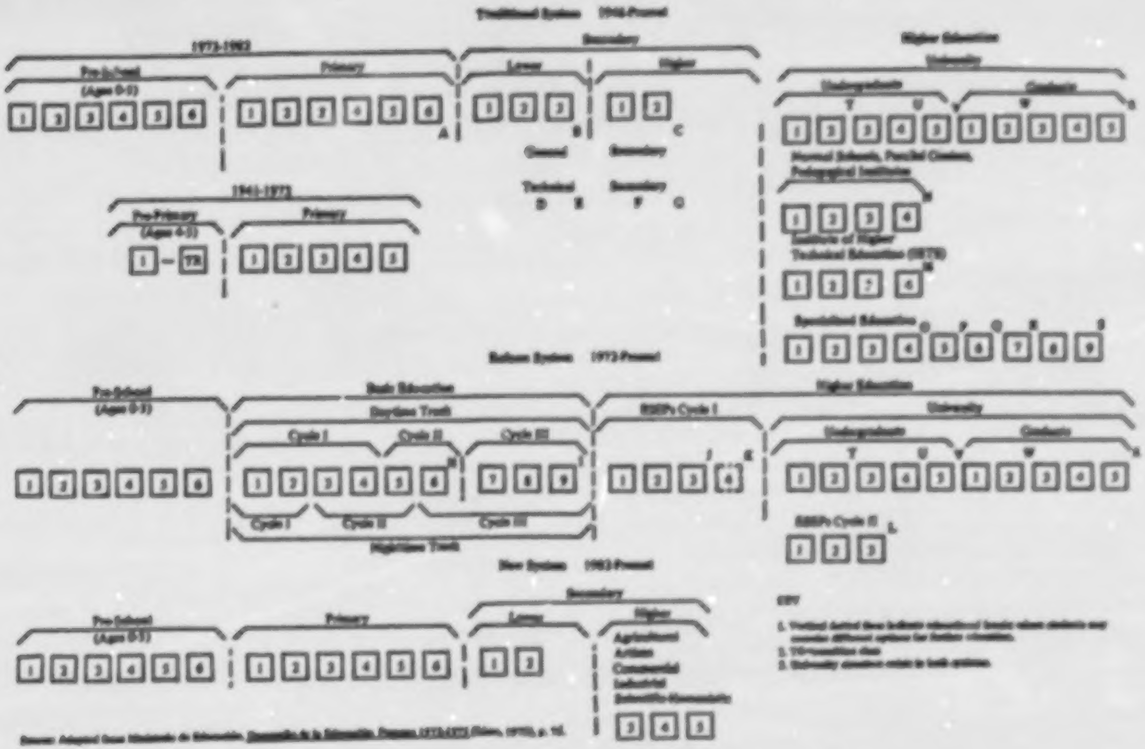
[1] The information in this section was extracted from the following sources: Ministerio de Educación, Oficina Sectorial de Planificación, *Diagnóstico del Sector Educación 1968-1977—Plan a Largo Plazo 1978-1990* (Lima, 1979); *Plan Operativo 1981-1982 Sector Educación* (Lima, 1981).

Table 1.1. PERUVIAN EDUCATIONAL STRUCTURES, 1983


Traditional System 1941-Present
1973-1983
Pre-School
(Ages 0-5)
Primary
Secondary
Lower
Higher
General Secondary
Technical Secondary
1941-1972
Pre-Primary
(Ages 4-5)
TR
Higher Education
University
Undergraduate
Graduate
Normal Schools, Parallel Centers, Pedagogical Institutes
Institute of Higher Technical Education (ISTS)
Specialized Education
Reform System 1972-Present
Pre-School
(Ages 0-5)
Basic Education
Daytime Youth
Cycle I
Cycle II
Cycle III
Nighttime Youth
Higher Education
ESEPs Cycle I
ESEPs Cycle II
University
Undergraduate
Graduate
New System 1983-Present
Pre-School
(Ages 0-5)
Primary
Secondary
Lower
Higher
Agricultural
Artisan
Commercial
Industrial
Scientific-Humanistic

KEY

1. Vertical dotted lines indicate educational levels where students may consider different options for further education.
2. TR=transition class
3. University structure exists in both systems.

Source: Adapted from Ministerio de Educación, Desarrollo de la Educación, Peruana 1973-1975 (Lima, 1975), p. 10.

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Key to Certificates, Academic Degrees, and Professional Titles

A = *Certificado Oficial de Educación Primaria.*

B = *Certificado Oficial de Estudios de Educación Secundaria Común (tercer año/third yr).*

C = *Certificado Oficial de Estudios de Educación Secundaria Común* (*quinto año*/fifth yr).

D = *Certificado de Competencia de . . .* (Office Assistant).

E = *Certificado de Competencia de . . . Certificado de Competencia de Capaz Agropecuario* (agri.); *Certificado de Mecanógrafo-Taquígrafo* (stenographer).

F = *Certificado de Auxiliar de Contabilidad* (accountant).

G = *Técnico* (technician); *Técnico Agropecuario* (agri.); *Técnico de . . .*; *Técnico de Comercio* (business); *Contador Mercantil* (bus. accountant); *Secretario Comercial* (bus. secretary); *Certificado Oficial de Estudios de Educación Técnica* (*quinto año*/fifth yr).

H = *Certificado Oficial de Estudios I y II Ciclos.*

I = *Certificado Oficial de Estudios III Ciclos.*

J = *Bachiller Profesional* (professional title).

K = *Bachiller Profesional.*

L = *Especialista Profesional* (professional specialist).

M = *Bachiller Profesional.*

N = *Licenciado en Educación* or equivalent (professional title in educ.); *Profesor de Educación Básica* (basic educ. teacher) or equivalent.

O = *Bachiller Profesional* or equivalent; *Magister en Música; Alférez* (2d Lt. or Ensign or variations, with military occupational specialty); *Sub-Teniente* (2d Lt.).

P = diploma (see Military Training, Chapter VII).

Q = diploma (theology, military).

R = *Bachiller en Teología* (*Pastoral* or *Sistemática*).

S = *Licenciado en Teología especialidad "Evangelización en América Latina"* (professional title); *Doctor en Teología* (doctorate in theology).

T = *Bachiller en Estudios Generales: Ciencias; Bachiller en Estudios Generales: Letras.*

U = *Bachiller* (bachelor's degree); *Profesor de Educación Física* or *Profesor de Educación Física en . . .* (phys. ed. teacher).

V = *Bachiller* (bachelor's degree); *Licenciado* or equivalent (professional title).

W = *Maestro, Magister,* or *Magister Scientiae; Especialista en . . .* (specialist in . . ./second professional title).

X = *Doctor* (doctoral degree).

of the national emphasis placed on education in the last decades, the average educational level per person has risen from 2.6 grades in 1961 to an estimated 4.4 grades in 1977. It was estimated that in 1980, 58.1% of all student enrollment in Peru was concentrated in the first six years of schooling. Of that number, 86.9% were enrolled in public schools. The rate of illiteracy for persons 15 and older has dropped from 38.9% in 1961 to 23.2% in 1977.

Despite these improvements, unequal educational services have brought about unequal levels of education. More than half of all educational services are concentrated in the Lima metropolitan area and in the other large cities of the coastal area.

Government Structure. Peru's government has alternated between military and civilian rule since Independence in 1821. From 1968 to July 1980, a Revolutionary Government ruled after having ousted duly elected President Fernando Belaunde Terry. In 1978, pressed by public discontent, the government allowed free elections to be held to elect a constitutional assembly charged with writing a new constitution. The Constitution was promulgated in 1979, and civilian rule was reinstated in July 1980 after general elections were held in May 1980.

Educational Systems

Two educational systems (Traditional and Reform) have been operating simultaneously in Peru, but a new system currently is being implemented.[2] The Traditional and Reform Systems are discussed at length in the text of this book. The new system, mandated by Decree Law 23384, which was promulgated in May 1982, supersedes the existing educational systems.

Under the new system, education will be offered at four levels: pre-school (*inicial*), primary (*primaria*), secondary (*secundaria*), and higher (*superior*). Primary and secondary education will be offered in five groupings (*modalidades*): children (*de menores*), adults (*de adultos*), special (*especial*), vocational (*ocupacional*), and extension (*a distancia*).

Among the most important changes the law will effect are two regarding the secondary level of education: 1) the *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education) are to be reviewed by the Ministerio de Educación (Ministry of Education) and will be required to be in compliance with the regulations of the new law; 2) the last three years of the five-year upper secondary school curriculum will be divided into five distinct tracks: Agricultural, Artisan, Commercial, Industrial, and Scientific-Humanistic.

The changes in higher education mandated by the new law are less clear. The law states that higher education will be offered in higher schools and institutes, higher postgraduate centers, and universities. Higher schools and institutes include all higher education institutions other than the universities and postgraduate centers. According to the law, programs at the higher schools and institutes, although not clearly defined, will vary in length from two to ten semesters. These institutions will award the professional titles *Técnico* and *Experto*, with corresponding certificates.

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[2] For more information on the Traditional System prior to 1965, see Adela R. Freeburger, *Education in Peru*, Office of Education, U.S. Department of Health, Education and Welfare (Washington, D.C.: U.S. Government Printing Office, 1964).

Another important change pertains to the normal schools/higher normal schools, which will be consolidated into a system of "higher" pedagogical institutes. The law does not state the length of these programs.

A new educational law pertaining only to universities and postgraduate institutes is in the process of being written. It will be promulgated in the future.

Unlike the Reform System of education which was to replace the Traditional System gradually, the new system is to be implemented more quickly. Section VIII, SEGUNDA, of the new law states that educational institutions must meet the new regulations within a time limit (*plazo*) of 12 months from the date of its passage.

For specific changes affecting the various levels of education, see the Author's Notes in each chapter.

Background. The Traditional System of education generally is considered to have begun in 1946 with the passage of Public Law 10263, which for the first time guaranteed every Peruvian a free secondary education. The Traditional System was the only system of education from 1946 to 1972 when the government promulgated Decree Law 19326. This system was known as the Reform System and was expected to replace the Traditional System by 1980. Instead, both systems have continued to exist, as shown in Table 1.1.

There are public and private schools at all levels of education and, regardless of the system under which they operate, they are all subject to government regulations. The official body through which the government administers this control is the Ministerio de Educación (Ministry of Education).

Chapter II

Pre-School Through Secondary Education

Peruvian pre-school through secondary education functions under two systems of education, the Reform and the Traditional, but there are many ways in which the two systems are alike. For example, in both systems public education is compulsory through the first six years and free through secondary, although the student must purchase prescribed uniforms, and from third grade onward must buy textbooks and supplies. Another characteristic common to both systems is that of offering nighttime or evening tracks to persons over 15 years of age. Finally, the curriculums for both systems are identical through the first nine years, even though the nomenclature for the various levels differs. There are private schools at every level in both systems; like the public schools, they must meet certain standards set by the Ministry of Education.

All of the schools through the secondary level in both systems operate on a trimester calendar, except for the *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education), which use two 18-week semesters. The trimester school year is divided as follows: 1) April 1 through the last Friday of June; 2) 2nd week of July through the last Friday of September; 3) 2nd week of October through December 30. Children attend school Monday through Friday, and the hours of each school may vary from region to region to meet the needs of the children. In the metropolitan areas, classes usually begin around 8 A.M. and terminate around 2:30 P.M. See Table 2.1 for a comparison of basic education and primary education under the Traditional and Reform Systems.

AUTHOR'S NOTE: According to Article 34 of the new education law (23384), the educational levels will be designated as pre-school (*inicial*), primary (*primaria*), secondary (*secundaria*), and higher (*superior*).

Pre-School and Pre-Primary Education. Since 1972, pre-school education in Peru has been called *educación inicial* and includes the first five years of a child's life. Pre-school education is not compulsory but is free in the public schools.

Prior to 1972, pre-primary education consisted of nursery school for 4-year-old children, kindergarten for 5-year-old children, and a *clase de transición* (transition class) for some 6-year-olds. While the classwork for the transition class was similar to that for nursery school and kindergarten, it also included the rudiments of reading and writing and an introduction to simple arithmetic.

AUTHOR'S NOTE: Articles 40 and 41 of the new education law (23384) state that primary education (as in the Traditional System) is six years in length and is compulsory.

Article 91 states that a comprehensive examination will be given at the end of each year of primary school, in addition to evaluations made during the year.

Section VIII, NOVENA, states that basic education schools will be converted in the following manner: Cycles I and II will form primary schools; Cycle III will form part of secondary school.

Primary and Basic Education

Prior to 1972, primary education (*educación primaria*) could be five or six years in length, depending upon the school. Since 1972, primary schools have been six years in length and have utilized the same syllabus as the daytime track of the Reform System, but they are still part of the Traditional System.

Basic education (*educación básica*) of the Reform System is nine years in length; the first six years are called Cycles I and II. Because the first six years of both systems, public and private, use the same syllabus, prepared by the Ministry of Education, they are considered equivalent education. The fourth- and fifth-year subjects include health, language, math, nature, physical education, pre-military training (for boys over 12), religious instruction, social studies, and pre-vocational instruction in agriculture and industry. During the first four grades, a student spends 24 hours a week in class (16 in theory and 8 in practical application). In grades 5 and 6, the student spends 32 hours in class (20 in theory and 12 in practical orientation).[1]

Basic education is composed of a daytime track (*básica regular*) for children and an evening track (*básica laboral*) for persons over 15 years of age. For a comparison of the first six years of basic education at the present time and of Traditional prior to 1972, see Table 2.1.

Upon completion of each of the first six years in an *escuela básica* (basic school) of the Reform System, a student is issued a *Certificado Oficial de Estudios I y II Ciclos* (Official Certificate of Studies, Cycles I and II), which lists subjects studied and results. Upon completion of a primary school of the Traditional System, a student is issued a *Certificado Oficial de Educación Primaria* (Official Certificate of Primary Education).

Before 1972, a student who attended the transition class (see section on pre-primary) would have had six years of elementary education. A child who did not attend the transition class had to catch up the following year.

Secondary Education

Lower Secondary (Traditional and Reform)

Under the Traditional System, including general (*regular*) and technical, lower secondary education consists of the first three years of secondary education.

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[1] Ministerio de Educación, *Estructura Curricular Básica y Guía Metodológica* (Lima, 1981), pp. 7-15.

Table 2.1. **Peruvian Educational Structure: First Nine Grades**

		Traditional		Reform		
Age		Prior to 1972	1972 to Present	1972 to Present		
1-3	Pre-Primary			0 to Year 3	Pre-School	
4		Nursery School	Nursery School	Nursery School		
5		Kindergarten	Kindergarten	Kindergarten		
6		Transition Class	First Grade	First Grade	Cycle I	Basic Education
7	Primary	First Grade	Second Grade	Second Grade		
8		Second Grade	Third Grade	Third Grade		
9		Third Grade	Fourth Grade	Fourth Grade		
10		Fourth Grade	Fifth Grade	Fifth Grade	Cycle II	
11		Fifth Grade	Sixth Grade	Sixth Grade		
12	Cycle I Secondary	First Year	First Year	Seventh Grade	Cycle III	
13		Second Year	Second Year	Eighth Grade		
14		Third Year	Third Year	Ninth Grade		

SOURCE: Adapted from Ministerio de Educación, Oficina Sectorial de Planificación, *Diagnóstico del Sector Educación 1968-1977* (Lima, March 1979), p. 15.

Lower secondary in the Reform System is called Cycle III of basic education. In both systems, lower secondary consists of the 7th, 8th, and 9th years of schooling. See Tables 1.1, 2.1, and 2.2 to compare the systems.

To be admitted to lower secondary school, students must present either the *Certificado Oficial de Educación Primaria* of the Traditional System, or the *Certificado Oficial de Estudios I y II Ciclos* of the Reform System. In theory, a student may switch from one system to the other; in practice, this is seldom done.

Since the mid-1970s, the curriculum for lower secondary under the Traditional System has been identical to Cycle III of basic education. (See Table 2.4 which shows the lower secondary curriculum for both systems, and the upper secondary curriculum of the Traditional System.) Lower secondary students, other than those in the technical schools, spend a total of 33 hours per week in class, 37 weeks per year. Lower technical secondary students attend class 39 hours per week with 19 of those required hours in technical training.

Classes are approximately 50 minutes in length for daytime and evening tracks, but the tracks differ in courses offered, as well as in the required number of hours in class per week.

In general lower secondary of the Traditional System, the student receives an official document at the end of each year with courses and results recorded. The student will have three of these documents called the *Certificado Oficial de Estudios de Educación Secundaria Común* (Official Certificate of Regular Secondary Education). The document marked "*tercer año*" (third year) indicates completion of lower secondary.

In all areas of study in lower technical secondary, except the commercial schools, students are awarded certificates of competency on the completion of the three-year cycle. (See Table 2.5 under Technical Secondary Education in this chapter for a list of lower and higher technical secondary certificates.) In addition to the competency certificates, students in lower technical secondary receive at the end of each year a *Certificado de Estudios* (transcript) which shows all courses studied and grades received.

Upon successful completion of basic education, Cycle III, the student receives a *Certificado Oficial de Estudios III Ciclo* (Official Certificate of Studies, Cycle III), which describes the student's general academic, social, and work skill development.

Upper Secondary Education

Although there are two systems of education at all levels, the two systems use the same syllabus and teach basically the same thing up to the upper secondary level. At that point, the systems become more divergent. For a comparison of pre-school through grade 9 under the Traditional and Reform Systems, see Table 2.1. See Table 2.2 for changes in the secondary structure from 1960 to the present and under the new law (23384).

The Reform System consists of Cycle I of the *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education). The Traditional System consists of the general (*regular*) upper secondary schools and the higher technical secondary schools (which the government states are being phased out but which were still functioning at the time of this study). The exact figures on the numbers of students in each type of secondary school were unavailable. Clearly, the ESEPs have not, as planned, supplanted the general (*regular*) secondary schools, which many students still believe to be the best route to a university. On the other hand, the ESEPs are growing in number and students: from a beginning in 1975 of only 9 schools, the system had grown to 52 schools with 21,000 students in 1979. In 1980, 72 ESEPs were operating with a total enrollment of 30,300 students.[2] The two educational systems are discussed below.

AUTHOR'S NOTE: According to Article 51 of the new educational law (23384), secondary education will still consist of five years. The curriculum for the first two years will be uniform for all students. During the remaining three years, the students will follow one of five tracks: Agricultural, Artisan, Commercial, Industrial, or Scientific-Humanistic.

The Reform System/the ESEPs

The *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education) are secondary schools designed to offer a student a general education plus a marketable skill. They were planned for both the university-bound student and the student who intends to enter the work force upon graduation. The daytime track (see Table 1.1 for a comparison of the two tracks) for Cycle I of the ESEPs is three years in length for all programs except

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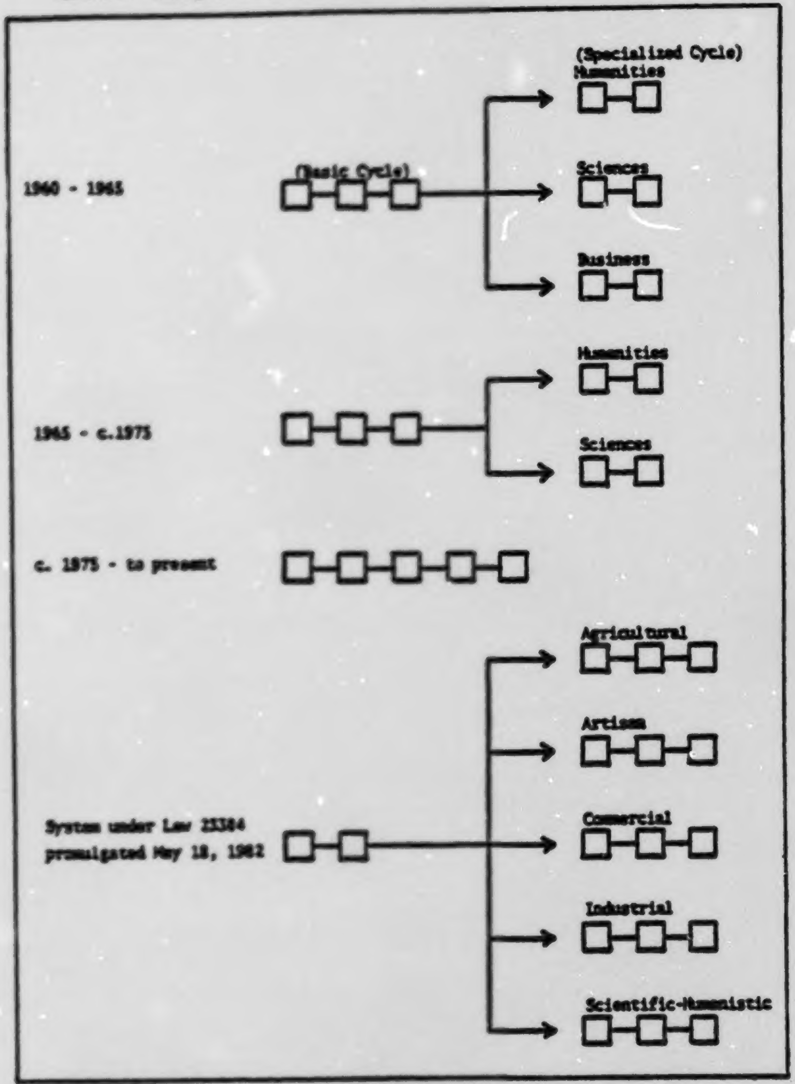
[2] Ministerio de Educación, Oficina Sectorial de Planificación, *Logros del Sector Educación 1968-1979* (Lima, 1980), p. 12.

Table 2.2. Changes in General Secondary Education in Peru, 1960-Present


(Specialized Cycle)
Humanities
1960 - 1965
(Basic Cycle)
Sciences
Business
Humanities
1965 - c.1975
Sciences
c. 1975 - to present
Agricultural
Artisan
System under Law 23384
promulgated May 18, 1982
Commercial
Industrial
Scientific-Humanistic

Sources: Ministerio de Educación, *Desarrollo de la Educación Peruana 1973-1975* (Lima, 1975), p. 75; UNESCO, *World Survey of Education*, vol. 3: *Secondary Education* (New York: Columbia University Press, 1962); *Ley General de Educación*, No. 23384, pp. 22-23.

teacher training in basic education, which is four years. Students in the daytime tracks, who may choose a morning or afternoon session, spend approximately 30 hours per week in class.

Author's Note: According to Section VIII, SEXTA, of the new educational law (23384), the *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education) will be reviewed by the Ministry of Education. Those in compliance with the new law will continue to operate. Section VIII, DECIMO SEGUNDA, states that teachers and administrators who are currently employed in the ESEPs will be retrained in higher pedagogical institutes and higher schools. Students now studying in ESEPs will be allowed to finish their education, but new students will not be accepted.[3]

In 1981, the ESEPs offered 21 areas of specialization at one or more of the 72 ESEPs, of which the most popular are business & economics (26%), mechanics (22%), electricity-electronics (16%), and health (12%).[4] The specializations, with subspecializations in parentheses, are as follows: accounting; agriculture (agricultural production, fishing production); agricultural technology; biological lab tech.; business & economics (secretarial sci., international bus.); chemical lab tech.; communications; computer programming; construction & surveying; education (art, basic); electrical-mechanical instrumentation; electricity-electronics; forestry (forest production, forest removal, general forestry); health (hygiene, nursing); industrial processes; language translation; mechanics (automotive, general); metallurgy (smelting & metallurgy, prospecting & mining, iron & steel industrial tech.); physics lab tech.; tourism; visual arts.

The Cycle I curriculum is divided between General Studies and Professional Studies (Formation). All students take the General Studies program. They choose an area of specialization from those listed above. The curriculum is distributed between the two areas as follows:[5] General Studies: basic sciences, 792 hrs (24%); humanities, 324 hrs (10%); activities, 540 hrs (17%). Professional Formation: broad-based courses, 1,332 hrs (41%); area of concentration, 252 hrs (8%). Required vacation working hours over the three-year period, 500 hrs. Total: 3,740 hrs.

Table 2.3 shows a business administration curriculum at a Cycle I ESEP. The curriculum shows the professional formation courses pertaining to the specialization, as well as the general studies subjects which all students are required to take.

Two other ESEP specializations, teacher training and health, are discussed briefly below because they are usually studied on the tertiary level in Peru.

- **Teacher Training (Education).** The ESEPs are currently the only institutions at the secondary level that offer programs in teacher training. These pro-

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3. Correspondence with Dr. Ramiro Valdivia Cano, U.P. Católica Santa María.

4. Ministerio de Educación, Oficina Sectorial de Planificación, *Informe Anual de Evaluación, 1980* (Lima, 1981), pp. 18-38.

5. Adapted from material prepared by Dr. Federico Ortiz Agurto, Director Adjunto, Dirección General de Educación Superior, Ministerio de Educación (Lima, August 1981).

Table 2.3. **Business Administration Curriculum, ESEPs, Cycle I, 1981**

First Year—**General Studies:** Basic Sciences—Chemistry (6 hrs), Math (8), Physics (6), Language & Lit. (8), Logic (4); Activities—Art Appreciation (2), Military Sci./Home Ec. (2), Phys. Ed. (4). **Professional Formation:** Acc. (4), Filing (4), General Admin. (10), Technical Writing (2). Total: 60 hrs.

Second Year—**General Studies:** Basic Sciences—Biology (5), Economic Geography of Peru (3), General Psych. (2), Math (6), Language & Lit. (6); Activities—Art Appreciation (4), Military Sci./Home Ec. (2), Phys. Ed. (4). **Professional Formation:** Acc. (4), Bus. Machines (4), Bus. Math (7), Industrial Psych. (3), Labor Legislation (3), Marketing Techniques (4), Office Admin. (3). Total: 60 hrs.

Third Year—**General Studies:** Basic Sciences—History of Peru (6), Political Econ. (2); Activities—Art Appreciation (2), Military Sci./Home Ec. (4), Phys. Ed. (2), Special Projects (4). **Professional Formation:** Bus. Projects (4), Econ. (3), Industrial Technology (6), Organization & Methods (4), Personnel Admin. (3), Public Relations (2), Stat. (4), Electives—Purchasing or Sales (14). Total: 60 hrs.

SOURCE: Ministerio de Educación, Dirección General de Educación Superior, *Perfiles y Planes Curriculares de la Areas Profesionales del Primer Ciclo de Educación Superior* (Lima, 1980). (in-house working paper)

NOTE: Two hours in class per week for 18 weeks equals one credit hour. Special options are offered in General Studies: Basic Sciences—Foreign Language; Activities—Counseling, and Religious Education.

grams are being phased out, although education officials are uncertain as to when this will occur.

The basic education subspecialization of teacher training is the only Cycle I program that is four years in length; art, the other teacher training subspecialization, is three years in length and consists of visual arts, drafting, music, and dramatic arts. Students who have completed the basic education subspecialization will have had 13 years of education; those in art will have had 12. Both receive the *Bachiller Profesional* (in education).

The ESEPs began offering teacher training in 1977 in two schools; by 1980, there were 23 programs of this type, and in 1981 there were approximately 25. When they were established, it was planned that the teacher training ESEPs would replace the normal schools/higher normal schools and that the ESEP teacher training graduate would be permitted to enter the job market in a titled position. But by 1980, when the first teacher training students were graduated from the ESEPs, a change of government and policy had occurred and the students no longer were considered to have adequate preparation for entering the teaching field.

At the present time in Peru, completion of teacher training at an ESEP is considered completion of secondary education and allows the student to take the entrance exam to enter a university or another tertiary-level teacher training institution.

- **Health.** The ESEPs offer a specialization in health that has two subspecializations, nursing and hygiene. Like all Cycle I ESEP programs (except basic education-teacher training), health is three years in length. The courses in the areas of specialization offer an introduction to nursing and hygiene.

Grading and Documents. The ESEPs use a grading system of 0-100 with the lowest passing score being 70. A student who makes a score above 50 but below 70 in a course other than activities or professional practice has a right to a retest. The grade recorded as a result of a retest cannot be above 80. Retests are not permitted in professional practice or activities courses; these courses must be retaken if not passed. Retests (*exámenes de aplazados*) are allowed only for those who have not failed more than three classes including activity courses and professional practice. Students who fail four classes including professional practice and activities must re-enroll, but only in those courses failed.[6] Retests can be identified on transcripts by a course testing date that varies from the test date of the other courses taken during the same semester.

Some ESEPs award a grade of at least 70 to approximately 90% of their students while other ESEPs award a grade of at least 70 to approximately 50% of their students. The Ministry of Education indicates that in the ESEPs grades of 90-100 are rare. It is therefore important that students applying to U.S. colleges or universities submit a statement of class rank by percentile from the secondary school attended.

Upon successful completion of all coursework, activities, and professional practice, the student is awarded the title *Bachiller Profesional* with the specialization stated. (See Document 1, Appendix A, for a *Bachiller Profesional* in *salud* or health). Note that the name of this professional title is the same as that awarded for successful completion of studies at a postsecondary technical school under the Traditional System. (See Chapter III for a discussion of postsecondary technical training. See also Table 8.1 for a list of titles with similar names awarded at different levels.)

A student's courses are all recorded by semester on a *Certificado Oficial de Estudios* (Official Certificate of Studies). The coursework for six semesters is recorded on one document, with both sides utilized. The reverse side of the document also contains the seals and signatures of the appropriate authorities. (See Document 2, Appendix A, for a copy of an ESEP Cycle I *Certificado Oficial de Estudios.*)

Completion of ESEP Cycle I is considered completion of secondary studies and permits the student to apply to a Peruvian university or to any other tertiary level program including a Cycle II ESEP, which is at the postsecondary level.

Traditional System/General (*Regular*) Upper Secondary

General (*regular*) secondary education (*educación secundaria común*) includes the three years of lower secondary (previously discussed in this chapter) and the two years of upper secondary. General secondary education is provided in various types of schools including the *colegios nacionales* (national public high schools), *colegios particulares* (private high schools), *grandes unidades escolares/* GUE (large multi-school units), *escuelas vespertinas* (evening schools), *escuelas nocturnas* (night schools), and *centros educativos* (multi-unit educational centers). The multi-unit centers offer not only an academic curriculum but technical, commercial, and agricultural education in relation to the needs of the region where the center is located.

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[6] "Sistema de Evaluación Académica de ESEP Primer y Segundo Ciclos de Educación Superior—Directivo No. 07-ME/DIGES/80," pp. 3-8. (in-house memorandum, mimeographed).

It is impossible to ascertain the exact number of students enrolled in general (*regular*) secondary schools because enrollment totals include the general and technical secondary schools, both of which are part of the Traditional System. In 1981, 1,246,000 students were enrolled in general or technical high schools during the day, and 161,000 at night for a total of 1,407,000.[7]

Since the mid-1970s, the general upper secondary schools of the Traditional System have offered only one track. The curriculum is shown in Table 2.4. Table 2.4 also shows that training in a skilled occupational area (*formación*

Table 2.4. Daytime Curriculum, Years 1-5, General (*Regular*) Secondary School, Grades 7-9, Traditional System, 1981

	Hours per Week				
	Lower Secondary			Upper Secondary	
General (*Regular*) Secondary—Year: Third Cycle Basic (Reform)—Year:	1st 7th	2nd 8th	3rd 9th	4th	5th
Art	2	2	2	1	1
Civics/Civil Defense	1	1	1	2	2
Counseling	1	1	1	1	1
Foreign Language (English)	2	2	2	2	2
History of Peru	3	3	3	3	3
Language & Literature	5	5	5	4	2[*]
Mathematics[†]	5	5	5	5[*]	5[*]
Military Science	–	–	–	–	–
Natural Science	4	4	4	6[*]	6[*]
Philosophy	–	–	–	–	2
Physical Education	2	2	2	2	2
Political Economics	–	–	–	–	2
Psychology	–	–	–	2	–
Religion	1	1	1	1	2[*]
Skilled Occupational Training (*Formación Laboral*)	3	3	3	3[*]	3[*]
World & Peruvian Geography	2	2	2	–	–
World History	2	2	2	2	2
Totals	33	33	33	34	35

Source: Ministerio de Educación.

[*] In the *centros educativos* (educational centers) where facilities are available, the curriculum varies in the 4th and 5th years as follows: Language & Literature, 3 hrs, 5th yr; Religion, 1 hr, 5th yr; Math, 4 hrs, 4th & 5th yrs; Natural Science, 3 hrs, 4th & 5th yrs; Skilled Occupational Training (*Formación Laboral*), 8 hrs, 4th & 5th yrs.

[†] Mathematics includes Algebra I & II, General Math, Geometry, Trigonometry.

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[7] Ministerio de Educación, Oficina Sectorial de Planificación, *Plan Operativo 1981-1982 Sector Educación* (Lima, 1981), p. 101.

laboral) comprises approximately 8% of the total program. Like the U.S. secondary schools, the general secondary schools equate eligibility for graduation by time on task. However, unlike U.S. students, those in Peru have no electives in the Peruvian college-bound type curriculum except in the area of skilled training.

There are 13 distinct occupational areas with specific curriculums offered in the general (*regular*) secondary schools. Not all schools offer all occupational areas, nor do the schools that offer one area necessarily offer all the programs in that area. Some multi-unit educational centers, especially those in the greater metropolitan area of Lima, have special facilities that allow students to acquire greater expertise in one skilled area. The 13 areas of *Formación Laboral* with the occupational areas of training available in parentheses are as follows:[8] agriculture (specialist in agriculture); automotive mechanics (diesel injection specialist, specialists in alignment systems, combustible systems, direction systems, electrical systems, suspension systems, and transmission systems, and technical designer); business administration (accountant II, business asst., file clerk, stenographer II, technical secretary, typist II); construction (construction worker); cosmetology (facial masseuse, hair stylist, wig stylist); decorative arts (textile printer); dress design & tailoring (dress designer & tailor); electricity (specialists in electrical machinery, and electricity); electronics (specialist in electronics); home economics (ballroom dancing instructor, interior decorator, international menu planner, local menu planner); metal work (foundry caster, general mechanic, lathe operator, milling machine operator, pattern-maker, welder); textiles (specialists in machine embroidery, and textile weaving); woodwork (carpenter, naval constructionist).

Prior to the mid-1970s (1965-c.1975), general upper secondary education was considered the specialization cycle and offered a student one of two choices: 1) *letras* (humanities) or 2) *ciencias* (sciences). A third choice, *comercio* (business), was offered by some secondary schools between 1960 and 1965.

The selection of the specialization was based upon intended study at a university. To enter the specialized cycle, a student had to have completed the three-year lower general (*regular*) secondary school. Upon successful completion of the specialized study, which meant that the student had passed all subjects in the curriculum, the student received a *Certificado Oficial de Estudios de Educación Secundaria Común* (Official Certificate of Regular Secondary Education). The document would have *quinto año* (fifth year) or 5° on it.

Private school students had to pass an official final exam, prescribed by the Ministry of Education, in December in order to complete the specialization cycle.

Grading and Documents. All schools in the Traditional System from grade 1 through secondary use a grading scale of 0-20 with 11 the lowest passing grade. Quarterly grades, based on oral and written quizzes, homework assignments, papers, class participation, etc., are given in May, July, September, and November. The final yearly grade is a composite of the quarterly grades and the final examination, which covers the coursework of the entire year. Words, rather than numbers, are used to report a grade—e.g., a grade of 14 must appear on the transcript as "*catorce.*" The number may also appear but is not required.

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[8] Ministerio de Educación, *Programa Adaptado para Quinto Año de Educación Secundaria* (Lima, 1977), p. 60.

A student who fails three subjects in the final exam may retake the three exams (*exámenes de aplazados*), but two of the three must be passed before the student is promoted. Failures do not appear on the transcript. Retests can be identified on transcripts by a course testing date that varies from the test date of other courses taken the same semester.

The general (*regular*) secondary schools issue a *Certificado Oficial de Estudios de Educación Secundaria Común* (Official Certificate of Regular Secondary Education; Document 3, Appendix A) at the completion of each year of secondary school (three years of lower secondary, two years of upper). The document awarded upon completion of the fifth year bears the words "*quinto año*" (fifth year). These five documents entitle a student to apply to any postsecondary or tertiary level institution, although to be accepted the student must pass an entrance examination given by the institution.

Technical Secondary Education

Both lower and higher technical secondary education carry the same weight, by law, as the corresponding cycles in general (*regular*) secondary school. Although it was anticipated when the Reform Government came to power in 1968 that the technical secondary schools would be phased out by 1980 and would be replaced by the ESEPs, some technical secondary schools (under the Traditional System) continue to operate. However, most public technical secondary schools have been converted into ESEPs.

Since 1972, the curriculum in technical secondary programs has resembled that offered in general (*regular*) secondary schools, with the same calendar and grading system. The main difference in the two curriculums is that 41% of the required hours in class per week in technical secondary schools is spent in technical training, whereas only 12% of class time in general (*regular*) secondary schools is spent in technical training.

Technical secondary education is divided into four branches: 1) Agricultural Education, for boys only; 2) Commercial Education; 3) Industrial Education for boys; and 4) Industrial Education (home economics), for girls.

The technical secondary schools function in institutions called *institutos* or *colegios* (institutes or secondary schools) of a type corresponding to one of the four branches of study listed above—e.g., an *instituto agropecuario* (agricultural institute). The facilities for these schools are often inadequate and equipment is scarce, as most new technical equipment is being placed in the ESEPs.

The training in agriculture consists of general programs in agriculture or in animal husbandry. Commercial training, the only area of technical secondary study open to both boys and girls, offers training in three areas: 1) general business, for students who plan to enter the labor market as advertising agents, commercial assistants, contractors, cooperative organizers, merchants, or salesmen; 2) bookkeeping, for bookkeepers, assistant bookkeepers, and cashiers; and 3) shorthand and typing, for secretaries or typists. Industrial education for boys consists of general mechanics, which includes carpentry, electricity, electronics, iron-working, motor repair, smelting, and welding. Industrial education for girls includes decorative arts, dressmaking, embroidery, and weaving.

In all areas of lower secondary technical school, except the commerical schools, at the end of grade 9, students are awarded a *Certificado de Competencia de . . .* (Certificate of Competency in . . .). In the commerical schools, the *Certificado de Competencia de Auxiliar de Comercio* is given at the completion of grade 8.

Students who successfully complete technical higher secondary education receive the diploma *Técnico* or *Técnico de . . .* (Technician in . . .). See Table 2.5 for a complete list of certificates and diplomas awarded in lower and higher technical secondary school, and the number of years of study required to obtain them.

Table 2.5. Lower and Higher Technical Secondary Education Certificates and Diplomas, 19[illegible]

Type of School	Years of School Completed	Certificates/Diplomas
Agricultural	9	*Certificado de Competencia de Capaz Agropecuario* (Certificate of Competency in Agriculture).
	11	*Técnico Agropecuario* (Diploma of Agricultural Technician); *Certificado Oficial de Estudios de Educación Técnica.*[a]
Commercial	8	*Certificado de Competencia de Auxiliar de Comercio* (office assistant).
	9	*Certificado de Mecanógrafo-Taquígrafo* (stenographer).
	10	*Certificado de Auxiliar de Contabilidad* (assistant accountant).
	11	*Contador Mercantil* (business accountant); *Técnico de Comercio* (business technician); *Secretario Comercial* (business secretary); *Certificado Oficial de Estudios de Educación Técnica.*[a]
Industrial (Men/Women)[b]	9	*Certificado de Competencia de . . .* (Certificate of Competency in . . .).
	11	*Técnico de . . .* (technician in . . .); *Certificado Oficial de Estudios de Educación Técnica.*[a]

Source: Compiled by the author and verified by the Ministry of Education, Peru.

[a] Quinto año (5th year).

[b] Industrial education for men and for women is offered in two separate programs: general mechanics for men, and home economics for women.

At the end of each year of lower and higher technical secondary school, students receive a *Certificado Oficial de Estudios de Educación Técnica* (Official Certificate of Technical Education Studies; see Document 4, Appendix A). Upon completion of higher technical secondary school, a student will have received five of these certificates. The fifth year certificate will have the number 5° or the word *quinto* (fifth) above the word *año* (year). The certificate showing that the fifth year of technical secondary studies has been completed allows the student to make application to any tertiary educational institution including universities. These students are not limited to certain areas of study. They must, however, pass an entrance examination at a certain level and meet other requirements laid down by the individual institutions.

Prior to 1972, students who completed technical secondary school could enter any institution of higher learning which had a specialty in the student's technical area or in a related area. For example, a boy who had received the diploma *Técnico* in industrial education was eligible to apply to any tertiary education institution which offered subjects related to industrial education. This included the Universidad Nacional de Ingeniería (National University of Engineering) and all schools within universities that had appropriate specializations.

Chapter III

Technical and Vocational Training

Technical and vocational training in Peru is offered both in secondary schools and at the postsecondary level in non-university technical programs. (For technical programs at the secondary level, see Chapter II.) Postsecondary non-university technical programs are offered in two types of institutions: *institutos de educación técnica superior*/IETS (institutes of higher technical education) and *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education), Cycle II only. They are described below.

Institutos de Educación Técnica Superior/IETS

Each IETS, depending upon its educational focus, may be categorized into one of several divisions, e.g., agriculture, business administration, cosmetology, etc. In 1981, there were only 11 institutions classified as IETS, and it was anticipated that some of these would be closed by 1982.

In the early 1960s there was great student unrest in higher education, and several universities were closed. Students, who normally would have entered universities, sought admission to IETS programs, of which at that time there were very few. As a result, many new IETS were established in the 1960s to meet the great demand for a tertiary-level education which led to a professional title. These institutions continued to be established until 1976 when they reached a record number (see Appendix B), despite the fact that the Reform Government that came to power in 1969 did not include the IETS in the new educational system.

Some of the institutions classified as IETS had another classification as well. For example, in the specialization of education, non-university tertiary level teacher training centers were also known as *centros de formación magisterial* (teacher training centers), those in music as *escuelas de música* (schools of music). Gradually the IETS with double classifications began to use only their distinct classification and dropped that of IETS. In addition, many IETS were converted to Cycle II ESEPs when the government established this type of education, as promised.

Each IETS program consists of eight 18-week semesters. Instruction includes twenty 45-minute periods per week. All programs of study are now four years in length. The curriculums follow a general pattern: 25-30% General Studies in the basic sciences and humanities, and 70-75% Professional

Education. At Instituto Superior Particular "Alejandro O. Deustua" the course of studies in accounting adheres to this general pattern. See Table 3.1.

To make application to take the entrance exam to an IETS, a student must have successfully completed any type of secondary school. All IETS must administer entrance exams in compliance with Ministry of Education Directive No. 55-DS-76. Students who score the highest on the exam are allotted the designated vacancies. Their previous educational records are irrelevant.

The grading scale utilized by the IETS is 0-20 with 11 the lowest passing score. There is said to be little consistency in grading among the schools or even within a school.

The title awarded upon successful completion of studies is the *Bachiller Profesional* and represents four years of study. Note that the nomenclature is the same as for the title awarded by the Cycle I ESEPs, which are secondary schools.

Prior to 1980, IETS programs were either three or four years in length, depending upon the institution. The titles awarded until 1980 were the following: *Administrador de Empresas* (business administrator); *Bachiller Profesional; Bachiller Profesional de Empresas* (professional title in business administration); *Contador* (accountant); *Contador Mercantil* (business accountant); and *Experto Profesional de Relaciones Públicas* (professional expert in public relations). Admissions officers should use special care in examining documents which bear these titles. It should be noted that there are institutions at both lower and higher educational levels that award titles with names similar or identical to those awarded by the IETS. See Table 8.1 in Chapter VIII for a list of titles (and one university degree) awarded by the various types and levels of institutions.

IETS graduates are not eligible to enter Peruvian universities to do advanced study based on their work at an IETS, although these students are

Table 3.1. Curriculum in Accounting at Instituto Superior Particular "Alejandro O. Deustua," 1982

First Year—**General Studies:** Communications (3 hrs), Intro. to Social Sci. (2), Math (3), Math Finance I (4), Social Psych. (2), Spanish Language (2); **Professional Education:** Acc. Systems & Techniques (4), Admin. I-II (5), General Acc. (4), Marketing Acc. (2), Techniques of Study (0). Total: 31 hrs.

Second Year—**General Studies:** General Econ. (4), Math Finance II (4), Sociology I-II (4); **Professional Education:** Acc. Systems for Bus. (4), Bus. Acc. (4), Bus. Econ. (4), Cost Acc. I (4), Labor Law (2), Marketing (2), Marketing Law (2). Total: 34 hrs.

Third Year—**General Studies:** Appl. Stat. (3), Tax Law (2); **Professional Education:** Analy. of Finance (4), Budgetary Law (2), Cost Acc. II (4), Gov't. Acc. Systems (4), Industrial Costs (4), Marketing Techniques (3), Personnel Admin. (3), Production Admin. (3). Total: 32 hrs.

Fourth Year—**Professional Education:** Auditing (3), Finance Law (3), Mgmt. Acc. (3), National Acc. & Public Finance (4), Organization & Methods (3), Principles of Cooperatives (3), Problems (3), Techniques of Acc. for Cooperatives (4), Techniques of Budgeting (2), Seminar—Thesis (3). Total: 31 hrs.

Source: Information supplied by Luis Jaime Cisneros Rios, Secretario General, Instituto Superior Particular "Alejandro O. Deustua."

recognized as being professionally trained in their area of study for the purpose of employment. It should be noted that it is not common practice for students to transfer from one Peruvian university to another, and it is a rare occurrence that a Peruvian university will accept credit from any non-university tertiary level institution.

Escuelas Superiores de Educación Profesional/ESEPs, Cycle II

Programs of the Cycle II ESEPs are considered postsecondary, non-university, and technical by the Peruvians. These advanced studies in technical areas are offered for those who seek to enter directly into the labor market. ESEPs may be public or private.

The academic year, which begins in early April and terminates in December, is comprised of two 18-week semesters. Students attend classes Monday through Friday, and have the choice of a morning, afternoon, or evening session. Twenty-five hours per week are spent in class. For every 2 hours in class per week for the 90-working day semester, one academic credit hour is awarded.

Whether public or private, each Cycle II ESEP program adheres to an identical curriculum planned by the Ministry of Education. There are no electives. Programs are four, five, or six semesters in length, depending upon the area of specialization. The first two semesters are devoted to prerequisites in all areas of specialization. If these prerequisites have already been completed by the student (in a Cycle I ESEP or in a technical high school), that student may enter directly into the third semester of the program.

Each area of specialization is comprised of the following components: Humanities—15%; Basic Sciences—10%; Applied Sciences—23%; and Technology—52%. Areas of specialization for Cycle II are the following:[1] administration of cooperatives & businesses, admin. of personnel & indus. relations, administrative decision-making, agricultural produc., automotive mechanics, banking admin., banking finance, business acc., bus. admin., civil construction, commercial banking admin., cost acc., electricity, electronics, executive secretarial sci., fish produc., government acc., graphic design, hotel mgmt., indus. chemical electronics, indus. safety & hygiene, insurance & banking admin., international bus., journalism, legal secretarial sci., marketing tech., medical secretarial sci., organization & systems devel., pattern-making, petroleum tech., plant mechanics, production tech., public admin., public relations, purchasing, radiology, statistics.

As may be noted, many of the areas of specialization are related to business. See Table 3.2 for the business administration curriculum, one of the more popular areas of specialization offered by many Cycle II ESEPs.

All programs offered in Cycle II ESEPs publish an official *Perfil Profesional* (Professional Profile), which states what a graduate from the program has been trained to do. For example, the Business Administration profile states that graduates should be able to "plan political and economic business objectives within the socioeconomic and legal context of the country . . ., etc." Academic courses are structured to meet Profile objectives. Admissions officers should request a copy of the Profile which is readily accessible to the student. As may be seen in Table 3.2, a majority of courses offered in semesters 3-6 are technical in nature and may not be applicable for transfer credit to all programs of higher education in Peru or in the United States.

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[1] Ministerio de Educación, *Informe Anual de Evaluación 1980*, pp. 41-42.

Upon successful completion of all courses in the prescribed curriculum, the student is awarded the professional title *Especialista Profesional* (Professional Specialist).

It should be noted that Cycle II of the ESEPs is in its formative years. Four of these schools were established in 1979 and 19 in 1980. At the time of this study, very few students had graduated from the programs. While it was anticipated that graduates would obtain middle management positions in the labor market, the future of these schools is uncertain with the passage of Law 23384.

Non-Formal Technical Education

Non-formal vocational training is offered through three types of centers: *centros educativos de calificación profesional extraordinaria*/CECAPEs (educational centers of outstanding professional qualifications); *centrales de capacitación para el trabajo*/CECATs (technical training centers); and *unidades de instrucción* (instruction centers). These centers provide various kinds of short-term, skill oriented educational programs offered by the military, the government, or other organizations. The programs offered by the military are under the Ministry of Defense. The others are coordinated, but not controlled, by the Ministry of Education.

Table 3.2. **Business Administration Curriculum, Cycle II ESEPs, 1981**

First Year—**Prerequisites:** Bus. Acc. (3), Bus. Math (2), Econ. (2), Filing (2), Gen. Acc. I-II (6), Gen. Admin. I-II (4), Labor Legislation (1.5), Statistics (2.5), Technical Writing (2). Total: 25 cr hrs.

Second Year—**Humanities:** Art (1), Language (1.5), Speech (1.5). **Basic Sciences:** Ecology (1), Mathematical Anal. (2). **Applied Sciences:** Leadership & Motivation (1.5), Macroecon. (1.5), Math-Finance (1.5), Microecon. (2), Tax Law (2). **Technology:** Accounting Mgmt. (2), Basic Computing (2.5), Bus. Admin. (2.5), Organizational Devel. (1), Personnel Admin. (1.5). Total: 25 cr hrs.

Third Year—**Humanities:** Philosophy/Logic (3.5). **Basic Sciences:** Regional Econ. (1), Sociol. (1). **Applied Sciences:** Public Relations (1.5), Tax Law (1.5). **Technology:** Admin. of Finance (2), Budget Planning (1), Bus. Organization (1.5), Financial & Econ. Anal. of Bus. (2), Internat'l. Bus. (2), Marketing (2), Production (2), Sales & Publicity Techniques (2). Total: 25 cr hrs.

Professional Practice: 630 hrs. Total: 13 cr hrs.

Grand Total: 88 cr hrs.

Source: In-house communication O/M N° 590/OTDA (Lima, May 12, 1980), p. 10.

The content of non-formal technical education programs is often dictated by the sponsors of the programs. Enrollment has been high, partially because, upon completion of the programs, the students are generally awarded a wage increase and/or promotion. Designed to meet the needs of the sponsors, the programs are innovative and flexible.[2] Some of the more popular programs are described below.

The CECAPEs[3]

In early 1975, vocational prgrams offered in various kinds of centers began to be converted to CECAPEs, of which there are two types:

—*centros nacionales de calificación profesional extraordinaria* /CENACAPEs (public educational centers of outstanding professional qualifications).

—*centros no estatales de calificación profesional extraordinaria*/CENECAPEs (private educational centers of outstanding professional qualifications).

Programs offered by CECAPEs vary, as do the entrance requirements. For example, at the CENECAPE Industrial "Politécnico Salesiano," studies are offered in six major areas, with each of these areas containing a number of specialities. The major areas include electricity, general mechanics, graphic arts, motorcycle mechanics, technical drawing, and woodworking. Some areas of study are offered in the morning, afternoon, or evening; in others, classes are offered only once a day at a set hour.

Entrance requirements vary according to the major area of study. Most areas require a student to have completed the equivalent of secondary school, but some areas require only completion of the third or fourth year of secondary school. In addition, each area has an age requirement varying between 16 and 26 years.

AUTHOR'S NOTE: According to Section VIII, SEPTIMA, of the new educational law, the CECAPEs, public and private, will be converted into *centros de educación ocupacional* (centers of vocational education). Article 75 states that there is no educational requirement for admission.

In the area of general mechanics at "Politécnico Salesiano," a student must be between 17 and 20 years of age and have completed secondary school. The course meets 8 hours daily, Monday through Friday. General mechanics is divided into four cycles: I, basic; II, advanced; III, specialization; IV, technical supervision. Cycles I and II are each 6 months in length and include 1,000 hours of coursework. These courses include general technical information, machine adjustments, machine operations, and welding. Upon completion of Cycle I, the student receives a *Certificado de Estudios de Práctica Básica* (Certificate of Basic Practical Studies). Upon completion of Cycle II, the certificate awarded is the *Certificado de Estudios de Práctica Avanzada* (Certificate of Advanced Practical Studies). Cycle III is an extension of Cycles I and II. Cycle IV involves general supervisory responsibility. Upon completion of Cycles III and IV, the student receives the *Certificado de Estudios Especializados* (Certificate of Specialized Studies) and the certificate of *Técnico* (*mando medio*), respectively.

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[2] Servicio Nacional de Adiestramiento en Trabajo Industrial/SENATI.

[3] The information in this section closely parallels information received from the CENECAPE Industrial "Politécnico Salesiano," and Ministerio de Educación, Oficina de Planificación, *Logros del Sector Educación 1968-1979* (Lima, January 1980), pp. 14-15.

Short courses are also offered at the CECAPEs. The documents issued for these are either a *Certificado* or a document with *Certifica* written on it in large letters (Document 5, Appendix A). The document shows the date the course began and ended and the area of specialization studied.

Note: The word "*politécnico*" in a school's name indicates that more than one technical area of study is offered by the school. The term "*escuela técnica superior*" used in reference to a CECAPE means that the school requires its students to have completed nine years of education prior to enrolling. Care should be taken not to confuse short courses of a few months' length offered by CECAPEs with 3- or 4-year programs at the *institutos de educación técnica superior*/IETS.

SENATI[4]

The Servicio Nacional de Adiestramiento en Trabajo Industrial/SENATI (National Apprenticeship and Industrial Labor Service) is a semi-private organization whose main purpose is to formulate, direct, and execute vocational-technical education in industrial manufacturing. There are three SENATI centers: one in Chiclayo, one in Arequipa, and one near Lima. It is highly unlikely that a student who has studied at SENATI would enter a U.S. institution of higher education. Programs offered by SENATI are vocational and have no academic content.

SENATI offers two programs, one in industrial apprenticeship and the other a certification program for employed workers. Both programs offer professional training in 40 specific occupations in the following 12 occupational groups: automotive mechanics, electricity, electronics, foundry work and pattern-making, general mechanics, graphic arts, industrial control, metal construction, textile control, textile mechanics, watch repair, and wood construction.

To enter the apprenticeship program, a student must have completed at least the first nine years of school and be age 14 to 20. Students who enter the program of qualification for employed workers must be fully employed. When students who have not completed primary and/or secondary school enroll in either course, they are required to enroll half-time in general education courses. In agreement with the Ministry of Education, these studies are credited toward completion of a primary or secondary education program, and the diploma is awarded by the Ministry of Education.

The apprenticeship program at SENATI is 22 1/2 months in length. Upon successful completion of the program, the *Certificado de Calificación Profesional*

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[4] Information provided by José Bustamante Chávez, Director General del Sur, SENATI, August 1981.

Extraordinaria (Certificate of Extra Professional Qualification) is granted. The three-year program of qualification for employed workers is composed of two cycles. Students who complete the first cycle are awarded the *Certificado de Capacitación Básica* (Certificate of Basic Qualification). Those who complete the second cycle receive the *Certificado de Calificación Profesional Extraordinaria*.

In addition to the programs offered at the SENATI centers, short courses are offered in or near industrial plants. The programs vary from welding to administration.

Vocational-Technical Training in the Military[5]

According to Article 270 of the Constitution, all Peruvians, male and female, must register for military service, although only men are drafted during peacetime. Exemptions are made for various reasons such as prior military training in secondary school or at a university.

Anyone who does not register may be inducted. As many Indians do not register, they are often inducted. In 1980, only 22% of the enlisted men were volunteers; the remainder were conscripts. It has been estimated that between 60% and 80% of all conscripts are illiterate and unskilled. A large percentage speak only an Indian language. For these reasons, programs are provided to teach reading, writing, and speaking in Spanish. In addition, selected conscripts may obtain vocational training during the last months of their military service.

Most of the programs, which vary in length, are offered in such areas as automotive mechanics, electricity, plumbing, welding, etc. One army program in agriculture is rather selective as only 200 conscripts may be placed annually in military farms along the Coast and in the Highlands. On the military farms, instruction is offered in small-farm operation and maintenance, in animal husbandry, and truck farming.

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[5] This information was taken from the following: Eugene K. Keefe, "National Security," *Peru* (Washington, D.C.: Area Handbook Series, 1981), pp. 209-231; Rolland G. Paulston, *Society, Schools and Progress in Peru* (New York, 1971), pp. 187-189.

Chapter IV

Teacher Training

Despite the dual facets of the educational system, all of it except the university system is under the administration of the Ministry of Education, which must approve all teacher training programs outside the universities.[1] Teacher training programs offered by universities must be approved by the National Inter-University Commission/CONAI. Thus, all programs are said to be accredited.

Teacher training in Peru is offered at both the secondary and tertiary levels, although the trend is toward tertiary level education for all teachers and, according to the Ministry, secondary level programs are being phased out. For a description of the secondary level programs, see the section on the *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education) in Chapter II.

At the tertiary level, teacher training is offered by universities, pedagogical institutes, and normal schools/higher normal schools, and in one parallel center. The tertiary level teacher training institutions, including those now functioning and those which are defunct, are listed in Appendices E & F, except for the university programs which are listed in Appendix D.

Admission to study education at a university, as well as to other tertiary level teacher training institutions, is based upon performance on an entrance examination. Other entrance requirements vary from institution to institution. (See Chapter V for a discussion of entrance requirements to universities.) The general requirement for sitting for an entrance exam to any of the tertiary teacher training institutions is successful completion of secondary school even though secondary school grade point average is not considered.

All teacher training institutions follow a semester system and an academic calendar that begins in March and ends in December. The credit system for all of the tertiary teacher training institutions is the same: 1 hour of lecture per week per semester equals 1 academic credit hour; 2 hours of laboratory or activities per week per semester equals 1 academic credit hour.

All tertiary teacher training institutions use a 0-20 grading system, with 20 as the highest grade and 19-20 excellent, 16-18 very good, 14-15 good, and

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[1] Much of the information in this chapter is from Andrés Cardó Franco and Graciela Ruiz Durán, *Análisis y Perspectivas de la Formación Magisterial en el Perú*, Centro de Investigación y Promoción (Lima: Ministry of Education, 1980), 223 pages, and Freeburger, pp. 23-26. For a discussion of teacher training prior to 1962, see Freeburger.

11-13 passing. However, there is no uniformity in the way grades are awarded. In some institutions, no grade above 14 ever is awarded, while in others somewhat higher grades are not unusual. Marks of 17-18 are rare in all institutions, and 19-20 rarer still. For general information on grading practices, see Chapter VIII.

The professional title awarded in education by universities, pedagogical institutes, and normal schools/higher normal schools places graduates from these institutions in the same educational category where employment is concerned. Although the curriculums, the required number of hours, and even the length of the programs differ among these tertiary teacher training institutions, students who possess a title in the same specialization may compete for the same teaching position. If employed in a public school, the graduates would all be placed on the same salary scale at the same level.

AUTHOR'S NOTE: According to Articles 30-31 of the new educational law (23384), all teacher training, public or private, is to be offered by universities and higher pedagogical institutes (*institutos superiores pedagógicos*). Section VIII, DECIMA, states that normal schools and higher normal schools will be reviewed by the Ministry of Education. The individual characteristics of each school and the need for the institution will be considered. Those schools receiving a positive rating will be converted into higher pedagogical institutes. Section VIII, DECIMO PRIMERO, states that teachers and administrators who currently are employed in normal schools/higher normal schools will be retrained in higher pedagogical institutes and higher schools.

Institutions

Universities. All teacher training programs (except two four-year physical education programs which offer a title with a diploma) at the universities are five years in length, at the end of which a professional title is awarded. It is the professional title which qualifies the teacher to teach, not the degree.

Degrees in education are offered only by universities. Upon successful completion of the academic program, the degree *Bachiller en Educación* is awarded. The professional titles awarded by university programs in education may vary according to the university. The overall title is the *Licenciado en Educación*. This may be followed by the specialization such as the *Licenciado en Educación Inicial* (pre-school education), or the *Licenciado en Educación con mención en* . . . (with mention in . . .). (See Appendix D for variations of the *bachiller* and *licenciado* in education.)

Some universities award the title and degree simultaneously without additional requirements. Others either 1) grant the degree on completion of the academic coursework and then require additional coursework and/or a research project for the title to be awarded, or 2) require a research project or an exam before the degree is granted and additional coursework, an exam, and/or a research project for the title. Because the number of academic credit hours required for a degree or title varies among universities, professional titles in teacher training from different universities do not necessarily reflect similar academic training. The minimum number of semester credit hours varies from 195 to 211. Educational documents presented by teacher training graduates from universities should be analyzed carefully to ascertain if the title was obtained.

Pedagogical Institutes. There are two pedagogical institutes operating in Peru at the present time. (See Appendix E.) According to the Ministry of Education, which administers these institutions, they are at a higher academic level than the normal schools/higher normal schools and have relative independence in prescribing and implementing their academic programs. These institutions, along with the universities, were given sole responsibility for training teachers for upper secondary and tertiary level educational institutions in 1974, indicating that they have attained the status claimed for them.

In the early 1960s, there were four national pedagogical institutes: 1) the Instituto Nacional de Especialización en Educación Infantil (National Institute of Pre-School Education), which offered a one-year course of studies to normal school graduates who wished to specialize in pre-primary education; graduates received the title *Profesora especializada en Educación Pre-Escolar* (pre-school teacher); 2) the Instituto Nacional de Educación Física, which offered a four-year program beyond secondary education leading to the title *Profesor de Educación Física* (physical education teacher); 3) the Instituto Pedagógico Nacional (National Pedagogical Institute), which offered a three-year post-secondary program in primary education leading to the title *Profesor de Educación Primaria* (primary school teacher), and a four-year program leading to either the title *Profesor de Educación Secundaria Común* (general secondary education teacher) or *Profesor de Educación Secundaria Técnica* (technical secondary education teacher), depending upon the major; and 4) the Instituto Nacional de Perfeccionamiento (National Institute for In-Service Training), which offered courses to teachers already in service.

Since 1977, the title awarded has been the *Licenciado en Educación* or the *Licenciado en Educación Técnica*. (Between 1974 and 1976, the title awarded was *Profesor de Educación*, with the level of education attached—i.e., *Profesor de Educación Pre-Escolar, Primaria*, or *Secundaria Común/Técnica*.) Although the title is the same as that awarded by the universities, it reflects one year less of study. To obtain the title, the student must pass 200 academic hours and write and defend a thesis. It is reported that plans for a five-year program are under consideration.

Pedagogical institute graduates, depending upon their preparation, may teach in any year or on any level of pre-school, basic education, primary school, secondary school (any type), normal school/higher normal school, or pedagogical institute.

Normal Schools/Higher Normal Schools. *Escuelas normales* (normal schools) and *escuelas normales superiores* (higher normal schools) are four-year institutions that train pre-school and basic education teachers. They offer the same curriculum and, in essence, are the same type of institution except for the difference in name. (When they were first established, the normal schools trained primary school teachers while the higher normal schools trained primary and secondary school teachers.)

Because of the great emphasis placed on pre-school education in the 1970s, one normal school in each educational region now offers pre-school training for teachers. The title awarded in pre-school education is *Profesor de Educación Inicial* (pre-school teacher).

For students specializing in basic education, the title awarded is *Profesor de Educación Básica* (basic education teacher). These students are trained to teach in any of the three cycles of basic education under the Reform System and in any of the first nine grades under the Traditional System.

Background

From 1960 to 1965, there were three kinds of normal schools: 1) *escuelas normales rurales* (rural normal schools), 2) *escuelas normales urbanas* (urban normal schools), and 3) *escuelas normales superiores* (higher normal schools). The rural normal schools, which trained primary teachers for rural areas, required for admission that students be at least age 12 and have completed primary education (6 years of schooling). Graduates of the three-year program received the title *Normalista Rural* (rural primary school teacher).

The urban normal schools, which trained urban primary teachers, required for admission the completion of the first three years of secondary education (grades 7–9). Upon completion of the three-year program, the title awarded was *Normalista Urbana*.

In 1965, Law 15215 was promulgated requiring that all teacher training programs be four years in length; the law was gradually enacted. In 1966, the classification of normal schools was changed: rural normal schools were discontinued, and urban normal schools became known as normal schools; all normal schools/higher normal schools required completion of secondary studies as an entrance requirement. The professional title offered in primary education was *Profesor de Educación Primaria*.

Higher normal schools trained teachers for primary and secondary programs. The programs varied from three to four years in length until 1966 when all programs became four years in length. From the early 1960s until 1973, the professional title offered in primary education was the *Profesor de Educación Primaria* (primary education teacher). The professional title in secondary education was the *Profesor de Educación Secundaria Común* or the *Profesor de Educación Secundaria Técnica*, depending upon the major.

Parallel Centers of Teacher Training. The parallel centers were decreed by law in 1965. At that time, they prepared teachers in the areas of family relations, art, and physical education. By 1970, parallel centers included schools of dance, dramatic arts, music, and plastic arts.

By 1980, the teacher training centers of art and family relations were closed and only one center in physical education was in operation. For a discussion of teacher training programs in art, family relations, and physical education, see Special Subject Teachers, later in this chapter. For a discussion of parallel centers of dance, dramatic arts, music, and plastic arts, see Education in the Arts in Chapter VII. For a listing of all parallel centers which operated in Peru between 1967-1981, see Appendix E.

Teacher Training Programs

Since 1974 teachers have been trained to teach in the Reform System—i.e., they are trained as pre-school, basic education, or higher secondary education teachers—regardless of the type of system in which they eventually are employed. (See Tables 1.1 and 2.1 for a comparison of the two systems in general.) For a list of normal schools, higher normal schools, parallel centers and pedagogical institutes which functioned between 1967-1981, see Appendices E and F. University programs in education are listed under the individual institutions in Appendix D.

All teacher training programs whether they are offered in normal schools/higher normal schools, pedagogical institutes, or universities are divided into five areas of study. The five areas are listed below with the percentage of time spent in each area in the various institutions.

Areas of Study	Normal Schools/Higher Normal Schools	Pedagogical Institutes	Universities
General Studies	24%	24%	23%
Professional (Pedagogical) Studies	22%	22%	30%
Specialized Professional Studies	26%	26%	38%
Practice Teaching	20%	20%	6.5%
Activities	7%	7%	2.5%

Pre-School and Pre-Primary Programs

Pre-School Programs (Reform System). Pre-school teacher training is offered in normal schools/higher normal schools, pedagogical institutes, and universities. It can be summarized as follows:

1970s-Present—Normal schools/higher normal schools require 172 credits for the title *Profesor de Educación Inicial*. Pedagogical institutes require 200 credits for the title *Licenciado en Educación Inicial*. The six universities offering programs in pre-school education award the first degree *Bachiller en Educación*, and the title *Licenciado en Educación Inicial*. The number of credits required by universities for a title vary. (See Appendix D for the six universities, and for variations of the *bachiller* and *licenciado* in pre-school education.)

The program at Pontificia Universidad Católica del Perú requires 191 credits before the *Bachiller en Educación* is awarded. Students must complete 1) 150 credits (minimum) from the Plan of Studies in the Academic Program of Education, 2) 4 semesters of a modern language, and 3) a research project. In addition, students must hold a certificate from the Centro de Idiomas (Language Center) at the University, and must successfully pass the exam for the degree. To receive the *Licenciado en Educación con especialidad en Educación Inicial*, the student must complete 1) 41 additional credits from the Plan of Studies, 2) 2 additional semesters of a modern language, and 3) must obtain a Certificate of Professional Practice. (See Table 4.1 for a study plan in pre-school education at the Pontifical Catholic University of Peru.)

Table 4.1. **Study Plan in Pre-School Education Leading to the *Bachiller en Educación* at the Pontifical Catholic University of Peru, 1979***

Study Plan	General Studies (69 cr hrs), Professional Studies (47 cr hrs), Areas of Specialization (55 cr hrs; see below), Professional Practice (20 cr hrs). Total: 191 cr hrs.
	Areas of Specialization: 55 cr hrs
Physical & Mental Health	Childhood Nutrition (3 cr hrs), Child Psychopathology (3), Pediatrics (4).
Childhood Education	Children's Literature (3), Current Pre-School Methods (3), Early Stimulation (3), Graphic & Plastic Activities (3), Language & Social Sci. (4), Math & Natural Sci. (4), Music (3), Organization & Admin. of Pre-School Educ. (3), Psychomotor Devel. I-II (4), Religion (2), Wkshp. on Educational Materials (3).
Family & Community	Family Relations (4), Orientation & Techniques of Pre-School Educ. (3), Social Communication (3).

Source: Pontificia Universidad Católica del Perú, "Programa Académico de Educación: Educación Inicial" (Lima, 1979). (in-house working paper, mimeographed)

*According to personnel in the Academic Program of Education at the University, these requirements are still in effect.

Pre-Primary Programs (Traditional System). Pre-primary teacher training programs offered under the Traditional System can be summed up chronologically as follows:

- **Early 1960s**—Tertiary level programs, one year in length, were offered during summer vacations by the Primera Escuela Normal Experimental "Instituto Nacional de Especialización en Educación Infantil" (First Experimental National Normal School Specializing in Pre-School Education) to women primary teachers only who had graduated from a three-year normal school. Title awarded: *Profesora especializada en Educación Pre-Escolar.* (See also description of normal schools, this chapter.)
- **1964**—First training for pre-primary teachers during regular academic year was offered at the "Instituto Nacional de Especialización en Educación Infantil," now the Instituto Pedagógico Nacional de Educación Inicial (National Pedagogical Institute of Pre-School Education).
- **1965-1973**—Pre-primary teacher training programs in normal schools/higher normal schools and pedagogical institutes were lengthened to 4 years. At the end of this period, the title was changed to *Professor de Educación Pre-Escolar.* The pedagogical institutes offered this title until 1977.
- **1969**—One university, U.N. de Federico Villarreal, offered a degree and title in pre-primary education. Degree awarded: *Bachiller en Humanidades con mención en Educación.* Title: *Profesor de Educación Pre-Escolar.*[2]
- **1973**—The U.N. de Educación "Enrique Guzmán y Valle" began offering a degree and title, in pre-primary education. Degree awarded: *Bachiller en*

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[2] Consejo Nacional de la Universidad Peruana, *Grados, Títulos, Programas y Departamentos Académicos por Universidades.* Organo de Difusión No. 1 (Lima, 1969), p. 9.

Educación. Title: *Profesor de Educación Pre-Escolar*, until 1977.[3] (For current degrees and titles awarded by universities, see Pre-School Programs above, and Appendix D.)

- **1974-Present**—Normal schools/higher normal schools award the title *Profesor de Educación Inicial* upon completion of a 4-year program.

Basic Education and Primary Teacher Training Programs

Basic Education Programs (Reform System)

Educación básica (basic education) teacher training is offered at the tertiary level by universities, pedagogical institutes, and normal schools/higher normal schools. (See Chapter II for a description of basic education teacher training in the ESEPs, which are secondary level.)

Basic Education Programs/Normal Schools-Pedagogical Institutes. The areas of specialization in basic education at the normal schools/higher normal schools include counseling, language, mathematics, natural sciences, social sciences, and technical education. The number of required courses for General Studies, Professional (Pedagogical) Studies, Practice Teaching, and Activities are the same in basic education teacher training and in pre-school training. The courses required for a specialization vary.

The title awarded in basic education at a normal school/higher normal school (since 1974) is *Profesor de Educación Básica*. To obtain this title, the student must pass all required courses with a minimum grade of 13, and be evaluated positively in 1) Professional Practice during the 7th and 8th semesters, and 2) the teacher's plan book submitted in conjunction with a research project.

At the pedagogical institutes, the program in basic education is divided into the same areas of study as programs at the normal schools. The title awarded is either the *Licenciado en Educación* or the *Licenciado en Educación Técnica*, depending upon the area of specialization. Between 1974 and 1976, pedagogical institutes awarded the title *Profesor de Educación Básica*.

Basic Education Teacher Training—Universities. University programs in basic education (*educación básica regular*) lead to the title *Licenciado en Educación Básica Regular* or the *Licenciado en Educación Básica con especialidad en* . . . . The degree, which either precedes the title or is awarded with it jointly, is the *Bachiller en Educación*. (For a discussion of university degrees and professional titles, see Chapter V.) From 1974 to 1976, the professional title awarded was *Profesor de Educación Básica*.

Graduates with the *Licenciado en Educación Básica Regular* have three teaching options: teaching in any of the first six years of basic education (Reform System), in a primary school (Traditional System), or teaching basic education in a secondary (see Chapter II) or tertiary level teacher training program.

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[3] Consejo Nacional de la Universidad Peruana, *Grados, Títulos que Otorga la Universidad Peruana: Programas y Departamentos Académicos*, Organo de Difusión No. 4, Dirección de Planificación Universitaria Unidad de Estadística (Lima, 1973), p. 41.

Table 4.2. Program of Studies Leading to the *Licenciado en Educación Básica Regular* at the Pontifical Catholic University of Peru, 1981

General Studies—Art History (3), Biology (4), Gen. Psych. (4), Hist. of Peru I-II (6), Intro. to Philos. (3), Intro. to Soc. Sci. (4), Lang. I-II (6), Lit. (3), Logic (3), Math I-II (8), Music (2), Plastic Arts (2), Research (2), Theology (3), Theory & Methods of Social Communications (3), World Geography (4), World Hist. I-II (6), Elective: Soc. Sci. (4). Total: 70 hrs.

Professional Studies—Current Pedagogical Principles (3), Educational Anthro. (3), Educational Counseling (3), Educational Diagnostics (3), Educational Materials (3), Educational Planning (3), Educational Techniques (3), Educational Testing (3), Human Devel. I-II (6), Methods & Techniques of Research (3), Philos. of Educ. (3), Psych. of Learning (4), Special Statistics (4), Theory of Educ. (4). Total: 48 hrs.

Specialization: Basic Education—Audio-Visual Materials (3), Family & the Community (3), Family Relations (4), Fundamentals of Regular Basic Educ. (3), Learning Problems (2), Methods & Techniques of Teaching (3), Meth. & Tech. of Tchg. Art (4), Meth. & Tech. of Tchg. Historical & Soc. Sci. (3), Meth. & Tech. of Tchg. Physical & Natural Sci. (3), Meth. & Tech. of Tchg. Reading & Writing (3), Meth. & Tech. of Tchg. Religion (2), Meth. & Tech. of Tchg. Technical Training (3), Organization & Admin. (2), Phys. Ed. (2), Psychomotor Educ. (2), Psychopathology (2), Theory of Tchg. Lang. (4), Theory of Tchg. Math (4). Total: 52 hrs.

Professional Practice—Intro. to Practice Tchg. (2), Practice Tchg. I-II (12), Testing & Orientation of Tchg. (2), Seminar: Methods of Tchg. (4). Total: 20 hrs.

SOURCE: Pontificia Universidad Católica del Perú, *Curriculum para la Licenciatura en Educación Básica Regular.* (two mimeographed in-house working papers)

Graduates with the *Licenciado en Educación Básica con especialidad en* . . . will have specialized in one of the following: mathematics, foreign language, natural sciences, plastic arts, science of social history, or Spanish language. These graduates also have three teaching options: teaching in grades 7-9 in an *escuela básica* (basic education school, Reform System) or in lower secondary school (Traditional System), or in a teacher training program at the secondary or tertiary level in the area of specialization.

For an example of a university program in basic education, see Table 4.2. The two basic education programs are the same except in the area of specialization.

Primary Teacher Training (Traditional System)

Primary education under the Traditional System consists of the first six years of education, including the transition year (see Tables 1.1 and 2.1). Prior to 1974, teachers for those years were trained in normal schools, higher normal schools, pedagogical institutes, and universities. Primary education teachers in the Traditional System are now trained in the same manner as basic education teachers of the Reform System.

For information on primary teacher training in universities prior to the reform, see the section on training for secondary teachers under the Traditional System. University programs and requirements followed the same pattern as for secondary education teachers except in the area of specialization.

Degrees and titles awarded for graduates specializing in primary education were the *Bachiller en Humanidades con mención en Educación*, and *Profesor de Educación Primaria*, respectively.

Programs for Upper Secondary Teachers (Two Systems)

Current Programs. In 1974, the universities and pedagogical institutes were given sole responsibility for training teachers for upper secondary and tertiary level educational institutions of both systems.

In the pedagogical institutes, the areas of specialization include adult education, biology, chemistry, history, languages, literature, mathematics, philosophy, physics, or technical education. (See the section on the pedagogical institutes for information on credits required and names of titles.)

University programs in secondary education lead to the *Bachiller en Educación* degree and to the *Licenciado en Educación*. (For variations, see Appendix D.) The areas of specialization include mathematics, foreign language, natural sciences, plastic arts, science of social history, and Spanish language.

The Ministry of Education had intended that every teacher majoring in secondary education would have a minor in a technical area, and special guidelines were delineated. However, the universities have yet to implement this program.

Technical secondary teacher training is offered in only one university in Peru: Universidad Nacional de Educación "Enrique Guzmán y Valle." The four Areas of Specialization in technical education are electrical & mechanical technology, electricity, electronics, and motors. The 5-year program requires 213 credits. Of the 213 credits, General Studies comprises 108 credits, and the Area of Specialization, 105. Of the 105 credits in the specialization, 20 are for a practicum.

Pre-Reform Programs. Historically, training for secondary teachers was offered in the universities, even though the higher normal schools and the pedagogical institutes also offered such training from the late 1960s to 1973. In 1969, eighteen universities offered five-year programs in general (*regular*) secondary teacher training but only five offered training in technical secondary education.

Titles offered in general secondary teacher training included: *Profesor de Educación Secundaria; Profesor de Educación Secundaria Común;* or *Profesor de Educación Secundaria Común en la especialidad de . . . , Profesor de Educación Secundaria en la especialidad de . . . ,* or *Profesor de Educación Secundaria con mención en . . .* (with mention in . . .) *ciencias biológicas* (biology), *Castellano y literatura* (Spanish language & literature), *filosofía* (philos.), *física* (physics), *físico-química* (physics-chemistry), *historia y geografía* (history & geography), *idiomas aborígenes* (native languages), *lenguas extranjeras* (foreign languages), or *psicología y ciencias sociales* (psych. & soc. sci.).

Of the five universities (U.N. de Huánuco "Hermilio Valdizán," U.N. de San Antonio Abad, U.N. Federico Villarreal, U.P. Inca Garcilaso de la Vega, and U.N. de Educación "Enrique Guzmán y Valle") which offered technical secondary teacher training, the first four offered only technical programs in business and awarded the title *Profesor de Educación Técnica en la especialidad de Comercial, Profesor de Educación Secundaria en la especialidad de Comercial, Profesor de Educación Secundaria Comercial*, and *Profesor de Educación Comercial*, respectively. U.N. de Educación "Enrique Guzmán y Valle" awarded the title *Profesor de Educación en la especialidad de . . .* (in the specialization of . . .) *agropecuaria* (agriculture), *automores* (automotive technology), *construcción civil* (civil construction), *ebanistería* (carpentry), *educación de adultos* (adult education), *electricidad* (electricity), *electrónica* (electronics), *mecánica* (mechanics), and *textiles* (textiles).

Teacher training programs in universities prior to 1969 generally were four years, with a few five years, in length. In 1969, University Law 17437 converted all university programs of study offering a *Bachiller* to a minimum of five years. For a description of university programs offered at that time, see Chapter V.

In 1973, twenty-one universities offered academic programs in general (*regular*) secondary education and awarded the title *Profesor de Educación Secundaria con mención en . . .* (secondary education teacher with specialty in . . .).

Technical education teacher training students could work toward one of two titles in 1973, the *Profesor de Educación Comercial* (business teacher) or *Profesor de Educación Secundaria Técnica en la especialidad de . . .* (technical education teacher in the specialization of . . .). The former title was offered at three universities: U.N. Federico Villarreal, U.N. de Huánuco "Hermilio Valdizán," and U.P. Inca Garcilaso de la Vega; the latter was offered at two universities, U.N. José F. Sánchez Carrión and U.N. de Educación "Enrique Guzmán y Valle."

The specializations available to students working toward the technical education title were the following: adult education, agriculture, automotive technology, carpentry, civil construction, electricity, electronics, family relations, mechanics, textiles. In order to obtain the title *Profesor de Educación Secundaria Técnica en la especialidad de . . .* , the student at the U.N. de Educación usually trained in industrial technology for a minimum of six months. These programs, following four or five years of university study, depending upon the specialty, included Pedagogical and General Studies as well as Technology courses and Professional Practice.

Special Subject Teachers/Continuing Education

Physical Education.[4] University level physical education programs are offered at the Centro Superior de Investigación, Formación y Calificación de

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[4] Information in this section is based on a conversation with Lucrecia Velarde Segura, Physical Education Department, U.N. Mayor de San Marcos; Centro Superior de Investigación, Formación y Calificación de Recreación, Educación Física y Deportes, "Programa Académico de Formación" (1978), pp. 25-30 (in-house working paper, mimeographed); CONUP, *Grados y Títulos que Otorga la Universidad Peruana*, Organo de Difusión No. 4, p. 40; and U.N. de San Cristóbal de Huamanga, *Prospecto—1982*, p. 14.

Table 4.3. **Teacher Training Curriculum, Centro Superior de Investigación, Formación y Calificación de Recreación, Educación Física y Deportes, 1981**

First Year—**General Studies:** Anatomy (4), Developmental Psych. (3), Educational Law (2), Language (3), Methods & Techniques of Research (2), Physiology (3), Soc. Sci. (4). **Professional Studies:** Applied Statistics (2), Educational Technology (3), Field & Track I-II (7), Gen. Pedagogy (4), Gymnastics I-II (6), Organization & Admin. (3), Recreation I-II (6), Rhythm Activities (3), Electives—Cycling or Handball (2) OR Table Tennis or Tennis (2), Professional Practice I (5). Total: 64 hrs.

Second Year—**General Studies:** Biometry (2), Human Relations (2), Kinesiology (3), Phys. Ed. for Health (2), Phys. Ed. Laws (2). **Professional Studies:** Applied Psych. (2), Basketball (4), Coaching (4), Field & Track III (4), Gymnastics III-IV (6), Methods (4), Native Sports I (2), Psychomotor Activities (4), Recreation III (3), Swimming I (3), Swimming & Lifesaving (3), Electives—Creative Dance or Boxing (2) OR Rowing or Tumbling (2), Professional Practice II-III (10). Total: 64 hrs.

Third Year—**General Studies:** Community Relations (3), Military Educ. (2), Nutrition (2). **Professional Studies:** Baseball-Softball (2), Curriculum Planning for Formal & Social Phys. Ed. I-II (8), Gym Sports I-II (8), Hist. of Phys. Ed. (2), Native Sports II (2), Peruvian Folk Dancing I-II (5), Soccer [men] or Dancing [women] (4), Volleyball (4), Electives —Judo or Karate (2) OR Fencing or Wrestling (2), Professional Practice IV-V (18). Total: 64 hrs.

Fourth Year—**General Studies:** Problems: Social Relations (2), *Quechua* (2), Testing (2). **Professional Studies:** Curriculum Planning for Basic Educ. (2), Specialization—2 of the following: basketball, field & track, gymnastics, soccer, swimming, volleyball (8), Professional Practice VI-VII (50). Total: 66 hrs.

Total: 258 hrs.

SOURCE: Centro Superior de Investigación, Formación y Calificación de Recreación, Educación Física y Deportes, "Programa Académico de Formación" (1978), pp. 25-30.

Recreación, Educación Física y Deportes/CESIRED (Higher Center of Recreation, Physical Education and Sports), and at four universities. U.N. Mayor de San Marcos and U.N. de Educación "Enrique Guzmán y Valle," after four years of study, award the professional title *Profesor de Educación Física* (phys. ed. teacher) or *Profesor de Educación Física en . . .* upon completion of all requirements. U.N. de San Cristóbal de Huamanga and U.N. Técnica del Altiplano, after five years of study, grant an academic degree in education with a specialization in physical education; the former grants the professional title *Licenciado en Educación con mención en Educación Física* and the latter the *Licenciado en Educación Física*. Students who earn titles in physical education from any of these schools are eligible to teach on any level of education in Peru.

The teacher training curriculum in physical education offered at CESIRED is divided into three areas: General Studies, 45 hours, which constitutes about 17% of the curriculum; Professional Studies, 130 hours, and Professional Practice, 83 hours, for a combined total of about 83% (shown in Table 4.3). In the area of Professional Practice, theory courses comprise about 60% of the total class hours while the remaining 40% is spent in practice. Upon completion of all requirements, the title *Profesor de Educación Física* is rewarded.

At the height of the popularity of physical education programs in 1968, teacher training in physical education was offered at parallel centers of teacher training, institutes of physical education, normal schools and the above mentioned universities. For a list of all physical education teacher training centers, excluding universities, see Appendix E.

Art Teachers. The universities do not offer a program in art education per se but instead offer a program in education with an emphasis in plastic arts. The degree is the *Bachiller en Educación* and the title is the *Licenciado en Educación con mención en Artes Plásticas.*

Teacher training in visual art is offered at the secondary level by the *escuelas superiores de educación profesional*/ESEPs (see Chapter II).

From 1964 to 1973, normal schools, through institutes or centers mandated by Law 15215 of 1964, offered art education. Some universities also offered art education during this period. The titles awarded were *Profesor de Educación Artística* (art teacher), or *Profesor de Educación Artística en la especialidad de . . .* (in the specialization of . . .) *artes plásticas* (plastic arts), *cine* (film), *folklore* (folklore), *música* (music), or *teatro* (theater). All such programs had been discontinued by 1974.

Family Relations. In 1978, the only university that offered a program in Family Relations was the Universidad Particular Inca Garcilaso de la Vega. The programs were five years in length and graduates were awarded the degree *Bachiller en Educación* and the title *Educador Familiar.* This program was discontinued in 1979.

In March 1957, Law 12818 mandated the training of teachers in the area of family relations, and in 1968 six institutes were offering such training. In addition, in the late 1960s, the Pontificia Universidad Católica del Perú, as well as U.P. Inca Garcilaso de la Vega, offered a program in family relations. The title awarded was the *Profesor de Educación en la especialidad de Educación Familiar.* The program has since been discontinued.

Continuing Education. Continuing education for teachers is offered at U.P. de Lima (see Appendix D), and the Instituto Nacional de Investigación y Desarrollo de la Educación/INIDE (National Institute of Educational Research and Development). Institute programs range from those for currently employed teachers without titles to specialized courses for trained teachers. Since 1974, many of these courses have been offered in the regions or educational zones of the country through correspondence or through technical visits from Ministry of Education officials.

So little is known about these programs that it is impossible to make a placement recommendation concerning them.

Chapter V

The Universities

Of the 35 universities operating in Peru in 1982, 25 are public and 10 are private. All universities, public and private, are subject to the same government regulations and receive government funding. And all operate under an assimilated version of the Reform and Traditional Systems while awaiting a new and yet to be promulgated law pertaining only to universities and postgraduate institutes.

Since 1959, when there were only nine universities in Peru (eight public and one private), there has been an explosive growth in the demand for a university education. A university degree and a professional title have become increasingly important. And although 26 new universities have been established during the last 23 years (some of which have since opened and closed, as shown in Appendix D), the availability of places has failed to keep pace with the demand, as demonstrated by the following statistics:[1]

Year	Applicants	Accepted/Rate (approx.)	Enrollment	
			Public	Private
1961	16,792	7,060/50%	31,149	3,869
1968	60,400	21,118/35%	73,705	20,292
1976	176,960	36,955/22%	174,204	60,902

While the universities expanded rapidly in number and enrollment, there was a deterioration in quality, according to a Ministry of Education document.[2] In addition, the country has suffered from chronic financial crises that have adversely affected physical facilities and teaching resources.[3]

In February 1969, four months after the Revolutionary Government assumed power in Peru, University Organic Law 17347 was promulgated. With this law, the government sought control over the autonomous institutions of higher education, including the quality of instruction and the number of students seeking such instruction.

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1. Comisión Nacional Interuniversitaria, *Población Universitaria Según Sexo: Boletín Estadístico No. 17* (Lima, 1980); Consejo Nacional de la Universidad Peruana, *Dirección de Planificación Universitaria: Boletín Estadístico No. 9* (Lima, 1979), pp. 8, 33, 41, 46; Reynaldo Alarcón, *La Universidad Peruana: Realidad y Problemas 1969-1979*, Comisión Nacional Interuniversitaria (Lima, 1980), p. 40.
2. M. San Martín, *El Futuro de la Universidad Peruana, Primer Seminario Nacional de Planificación Educativo* (Lima, 1968), p. 2.
3. Alarcón, pp. 30-31.

The law also established distinct levels of decision-making in each university and at the national level. Within the universities, three levels of decision-making were instituted: the General Assembly, the Executive Council, and the Rector. At the national level, the law reconstituted the National University Assembly (Asamblea Universitaria Nacional) and formulated the National Council of Peruvian Universities (Consejo Nacional de la Universidad Peruana/CONUP). The official duty of the National Assembly was to make policy on long-range university programs in relation to the needs of the country. CONUP, which was comprised of an Executive Committee, a Technical Committee, and 10 university rectors chosen by the National Assembly, was charged with the administration. long-range planning, and general supervision of all Peruvian universities. In addition, it was to determine the need for establishing new universities or closing existing ones. CONUP was given special powers by the government in an attempt to evaluate existing universities and their professional staffs in the shortest possible time, and was to introduce corrective measures to assure the quality and efficiency of university-level education.

In 1980, CONUP's name was changed to the National Inter-University Commission (Comisión Nacional Interuniversitaria/CONAI). With the name change came a decrease in powers, and CONAI's role and authority has yet to be fully defined. CONAI, apparently, still plays a role in setting the number of vacancies in university departments, and in approving academic programs developed by the individual universities.

Law 17347 also introduced substantial changes in the structure of Peruvian universities. Each university was redivided into new academic programs and departments with each program responsible for designing its own curriculum and advising its own students. (For more information on universities prior to 1969, see Freeburger.)

Admission and Enrollment. Admission to a university in Peru is highly competitive, although students who have successfully completed any type of secondary school (see Chapter II) are eligible to apply. Admission is based upon a student's performance on an entrance examination, and upon the available spaces in university departments. From 1968 to 1979, the number of vacancies was determined by the departments in conjunction with CONUP. Although the name and responsibilities of CONUP were changed in 1980 (now called CONAI; see first section of this chapter), this regulatory duty is still under the purvue of CONAI. The number of vacancies is not increased by the number of qualified applicants but is determined by the number of trained personnel needed in a particular field. For example, there were 7,793 students studying industrial engineering (the most popular engineering field in Peru) in 1978. By 1981, CONAI and the universities offering this program had substantially lowered the number of vacancies to avoid an oversupply of industrial engineers.

In order to score high enough to win one of the designated seats, many students spend one or two years in privately-owned schools called *academias* (academies) preparing for the exam. Credit for the work in the *academias* is not transferable to a Peruvian institution of higher learning.

The only students assured of admittance to some university each year are the two top students (exonerated students) from each secondary school. They are eligible to attend a university within the region, and their admittance is automatic. Only a limited number of exonerated students may enter a specific academic program so they must take a special exam to determine first choice in the area of study.

To apply to take the university entrance exam, a student must present the following: 1) a certificate showing successful completion of secondary school (any type; see Chapter II); 2) a certificate of good conduct from the secondary school; 3) a certificate of political history (no more than three months old) issued by the Federal Police Agency; 4) a medical statement of good health.

Entrance exams vary from university to university. For example, the Universidad Particular Católica Santa María (Private Catholic University Santa Maria) uses the same exam for all prospective students regardless of their chosen field. The exam includes mathematics, natural science, social science, and language-psychology-philosophy, each counting 22.5%, and contemporary general culture, 10%.[4] However, it is more common for the content of the entrance exam to vary according to the academic program.

Prior to 1969, students applied directly to the faculty of the university where they wished to study. Each faculty determined the number of vacancies based on the quality of the applicants. Students who had completed general (*regular*) secondary school successfully could apply to any area of study in a university. Those who had completed technical secondary school successfully were limited to the fields relevant to their secondary school preparation.

Calendar. University academic schedules vary but usually begin in March and end in late December. All universities utilize the semester system. Class attendance is compulsory. Any student who fails to attend 30% of the lectures is ineligible to sit for the final exam.

Grading and Credit Systems

The marking scale in Peruvian universities is based on a system of 0-20 with 11 the minimum passing grade. Peruvian university professors, like those in the United States, have the freedom to determine how and when the students will be evaluated. The final mark may represent a composite of any of the following: classwork, exams, and/or papers.

Peruvian educators point out that it is almost impossible to equate Peruvian marks with the U.S. grade scale of A-F because of the variances in the grading system both within and among the universities. For example, in some academic programs, professors give only 13 as the highest possible mark with most of their students receiving 11 and a few 12. Both CONAI and Peruvian university educators, as well as the Fulbright personnel, suggest that admissions officers require that Peruvian students who wish to study in the United States present a letter from the director of their academic program stating class rank by percentile.

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[4] U.P. Católica Santa María, *INGRESO 1981* (Arequipa, Perú, 1980), p. 25.

Academic credit hours in Peru are based on the following formula: 1 credit hour is awarded for any of the following—1 hour per week per semester of theoretical classwork; 2 hours per week per semester of laboratory work; 3 hours per week per semester of fieldwork. A semester consists of 15-17 weeks. In determining transfer credits, U.S. admissions officers generally do not equate a Peruvian credit hour with a U.S. semester hour. In U.S. universities 1 semester hour usually contains 1 contact hour plus 2 hours of preparation, but in Peru outside preparation generally is not built into the system; therefore, there are more contact hours.

Degrees and Titles

The *Bachiller* (Document 7, Appendix A) is the first academic degree awarded in every field of university study in Peru. However, obtaining the professional title, rather than the degree, is the objective of most Peruvian university students because it is the terminal undergraduate professional title in every field that permits a person to be employed as a professional in the area of specialization. To earn a university title, which requires a minimum of five years, a student must first obtain the *Bachiller*.[5]

The *Bachiller* usually is awarded after five years of university study, but there are a few four-year *Bachiller* programs. The length of the *Bachiller* program depends upon the area of specialization within the university. Each university develops its own programs of study with the approval of CONAI, and requirements for the degree and title in the same area of study vary from university to university. In some universities, the student's route to a degree and title is prescribed by the university and the student is given no choice of routes. In others, different programs may allow a student a choice of routes of study.

If a student chooses to take five years of coursework to obtain the degree (the most common route), some universities automatically award the title with the degree. Other universities require a comprehensive exam in the student's specialization before awarding the title. Students who follow a four-year track of coursework and take an examination or write a thesis to obtain the degree must still complete at least one of the following in order to obtain the professional title: 1) a fifth year of additional coursework, 2) a thesis, 3) a research project, or 4) a comprehensive examination.

Obviously, not all *Bachilleres* represent equivalent academic backgrounds. In addition, the two-year *Bachiller* programs should not be confused with the longer degree programs. For the student who follows the route which includes the two-year *Bachiller en Estudios Generales: Ciencias* or the *Bachiller en Estudios Generales: Letras*, two years of coursework in the area of specialization plus an exam, in addition to the two-year degree, are necessary to obtain the 4- or 5-year degree. Then, additional coursework and research are required before the professional title is granted. For example, at the Pontificia Universidad Católica del Perú, the course of study leading to a *Bachiller* in mathematics requires two years of general studies in the sciences after which the *Bachiller en Estudios Generales: Ciencias* is awarded. This two-year diploma permits the student to enter a two-year professional cycle that is followed by an exam. Upon meeting these requirements, the degree, the *Bachiller,* is awarded. An additional 36 credit hours plus a research project are required for the professional title. On the other hand, a student at U.N. Mayor de San Marcos may elect to follow a five-year program that leads to the *Bachiller.* Upon successful completion of a comprehensive exam, the student receives the professional title.

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[5] There are a few university programs for which no degree is awarded. Included among these are programs in some areas of medical technology and other technical fields, and two four-year programs in physical education; they lead to a title and diploma.

Unlike the *Bachiller,* the nomenclature for professional titles may vary for different fields. For example, in engineering, the professional title is *Ingeniero* (engineer; see Document 7, Appendix A). Those fields that do not have a specially designated professional title utilize the term *Licenciado,* and this word actually encompasses all first professional titles awarded by universities. (See Appendix D for the professional titles granted by individual universities.)

Each university records a student's courses and grades on a *Certificado de Estudios* (transcript; see Document 8) for each year of attendance. In addition, universities issue the *constancia de egresado* (see Document 9), a document specifying that the student has completed the required coursework; it does not signify that the student has completed the academic degree or the professional title. (See Chapter VIII for further discussion of Peruvian degrees and qualifications.)

In some professions, such as engineering and law, a student must register the professional title in the designated professional "college"/association. The school then issues a *carnet* (official card; Document 10) to the student.

Undergraduate Academic Programs

In 1978, Peruvian universities offered 69 undergraduate academic programs. Twenty-five percent of all students were enrolled in engineering programs of some type. The next seven most popular academic programs enrolled approximately 47% of the students in the following order: accounting (13.86%); economics (8.92%); law (5.84%); education (5.51%); business administration (4.90%); medicine (4.28%); psychology (3.69%).[6]

Curriculums for two popular programs in engineering and a curriculum in accounting are shown in Tables 5.1-5.3. Table 5.1 shows the curriculum in agronomy at the Universidad Nacional de la Amazonía Peruana (National University of the Peruvian Amazon; also known as the Universidad Nacional

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[6] Consejo Nacional de la Universidad Peruana, *Plan Operativo 1980-1 del Sistema Nacional de la Universidad Peruana* (Lima, 1980), pp. 55-56.

Table 5.1. Curriculum in Agronomy, National University of the Peruvian Amazon, 1980

First Year—Analyt. Geom. (4), Animal Anatomy & Physiol. (4), Differential Calculus (4), Gen. & Inorganic Chem. (4), Gen. Biology (4), Gen. Botany (4), Geology (3), Organic Chem. (4), Sociology (3), Soils (4), Spanish (3), Technical Drawing (1). Total: 42 hrs.

Second Year—Analyt. Chem. (4), Analyt. Math I-II (8), Biochem. (4), Gen. Physics I (4), Gen. Statistics (4), Gen. Zoology (4), Plant Taxonomy (4), Technical Writing (2), Topography I (3), Zoological Microtechniques (4). Total: 44 hrs.

Third Year—Agr. Mechanization I (4), Botanical Microtechniques (3), Gen. Entomology (4), Genetics (4), Meteorol. & Climatol. (3), Microbiol. (4), Milk Produc. (3), Statistical Rsch. I (4), Veg. Physiol. (4), Electives [7 cr hrs in 5th semester—chosen from English I (2), Gen. Physics II (4), Rural Constructions (3), Topography (3), AND 3 cr hrs in 6th semester—chosen from Agr. Mechanization II (3), Swine Produc. (3)]. Total: 43 hrs.

Fourth Year—Agronomy (3), Animal Nutri. (4), Applied Entomol. II (4), Applied Plant Path. I (4), Fruit Growing I (4), Meat Produc. (3), Plant Breeding I (4), Plant Diseases (4), Electives [8 cr hrs in 7th sem.—chosen from Agrarian Bus. in Peru (3), Agr. Econ. (3), Animal Reproduc. (3), Conservation & Mgmt. of Soils (4), English I (2), Veg. Cultivation (4), AND 6 cr hrs in 8th sem.—chosen from Nematology (3), Parasite Diseases (3), Range Mgmt. (3), Rice Cultivation (3)]. Total: 44 hrs.

Fifth Year—Communicable Diseases (3), Cultivation of Highly Nutritional Tropical Food (4), Cultivation of Tropical Grains, Gen. Ecology (4), Electives [15 cr hrs in 9th semester—chosen from Animal Feed (3), Applied Entomol. II (4), Applied Plant Path. II (4), Fish Produc. (3), Fruit Growing II (4), Oil & Spice Producing Vegetation (3), AND 11 cr hrs in 10th sem.—chosen from Agrarian Legislation & Reform (4), Cattle Breeding (3), Plant Breeding II (4), Plant Propagation (2), Produc. of Small Animals (3), Rural Extension (3), Rural Mgmt. (3)]. Total: 41 hrs.

Grand Total: 214 hrs.

SOURCE: Academic curriculum, supplied by Ing. Segundo Pascúal Camacho, Rector, Universidad Nacional de la Amazonia Peruana.

NOTE: The University maintains five experimental farms where the students receive practical training in agronomy and forestry.

Table 5.2. Curriculum in Industrial Engineering, National University of Engineering/UNI, 1981

First Year—Analyt. Geom. (4), Basic Math I-II (6), Chem. I-II (8), Descriptive Geom. (4), Gen. Econ. (4), Integral Calculus (4), Physics I-II (10), Technical Design (2). Total: 42 hrs.

Second Year—Bldg. Materials I (3), Computer Programming (3), Elec. Engr. (3), Integral Calculus (6), Intro. to Elements of Machines (3), Intro. to Mechanical Design I (3), Intro. to Produc. Engr. (2), Mechanics of Rigid Bodies (4), Organic Chem. (3), Physical Chem. (5), Physics III (5), Stat. & Probabilities (3). Total: 43 hrs.

Third Year—Bldg. Materials II (2), Cost Estimating (3), Equilibrium Principles & Procedures (3), Experimental Design (3), Indus. Sociology (2), Intro. to Mech. Design II (3), Processes of Bldg. Materials/lab (1), and Processes of Manufacturing I-II/lab (2), Microecon. (3), Processes of Manufacturing I-II (6), Resistance of Materials (4), Thermodynamics & Motor Force (5). Total: 37 hrs.

Fourth Year—Econ. Anal. of Engr. (3), Indus. Chemical Processes (5), Indus. Labor & Tax Law (2), Indus. Safety (3), Macroecon. (3), Methods I-II (8), Personnel Admin. (3), Quality Control (3), Research I-II (6), Tool Design (3). Total: 39 hrs.

Fifth Year—Bus. Eval. (3), Bus. Mgmt. & Organization (3), Data Processing (3), Design & Eval. of Projects (4), Inventory Control (3), Maintenance Engr. (4), Marketing (2), Problems of Indus. Technology (2), Produc. Control & Planning (4), Research III (3). Total: 31 hrs. Total Required Courses: 192 hrs.

Electives—Balance of Material & Energy (3), Contemporary Ideologies (4), Contemporary Peru, Society & Culture (2), Hist. of Ideas & Economic Facts (3), Indus. Finance (2), Indus. Planning (2), Intro. to Modern Physics (4), Meth. of Research (2), Organization & Meth. (3), Phenomena of Transference (3), Plant Design (4), Predictive Methods (3), Product Eval. (3), System of Weights & Measurements (3), Technical Information (2). Total Elective Courses: 18 hrs.

Grand Total: 210 hrs.

Source: Official curriculum, supplied by Ing. Juan Miguel Ortiz, Rector, Universidad Nacional de Ingeniería.

Table 5.3. **Curriculum in Accounting, Private Catholic University Santa Maria, 1981**

First Year—Church Doctrine I-II (4), Economic Geography (3), Fundamentals of Acc. I-II (6), Intro. to Macroecon. (3), Marketing (3), Math I-II (8), Research (3), Sociology I-II (6), Spanish I-II (6). Total: 42 hrs.

Second Year—Applied Acc. (5), Applied Stat. (4), Basic Stat. (4), Gen. Acc. (5), Intro. to Business (3), Intro. to Macroecon. (3), Marxism I-II (4), Math III-IV (8), Political Econ. (3), Theory of Economic Devel. (3). Total: 42 hrs.

Third Year—Administrative Acc. (3), Admin. of Co-ops (3), Applied Stat. II (4), Bus. Admin. (3), Commer. Law (3), Gov't. Acc. (5), Intermed. Acc. (5), Labor Law (3), Managerial Acc. (3), Math Finance (4), Planning & Eval. (3), Research (3). Total: 42 hrs.

Fourth Year—Advd. Acc. (4), Agr. Acc. I (4), Auditing I (3), Cost Acc. I-II (8), Institutional Acc. (3), Mining & Fishing Acc. I (5), Tax Acc. I-II (7), Seminars*—Cooperatives or Governmental Acc. (4), AND Agr. Acc. II OR Mining & Fishing Acc. II (4). Total: 42 hrs.

Fifth Year—Acc. Standardization (4), Advd. Managerial Acc. (4), Auditing II-III (8), Banking Acc. (4), Computer Acc. (4), Financial Acc. (5), Financial Planning (5), Governmental Auditing (4), Seminar*—Tax Acc. or Internal Auditing (4). Total: 42 hrs.

Source: Universidad Particular Católica Santa María, *Hacia el Estudio de una Curricula Integral* (Arequipa, Peru, 1981).

*In the seminars, students obtain practical experience in either a public or private accounting firm and present a paper on this work.

de Iquitos).[7] At this university, the degree *Bachiller en Ciencias Agronómicas* is automatically awarded upon completion of the five-year program of academic studies. To obtain the professional title, *Ingeniero Agrónomo*, at the National University of the Peruvian Amazon, a student must possess the academic degree and, in addition, must research, write, and defend a thesis.

Table 5.2 shows the 1981 industrial engineering curriculum, the most popular engineering program among Peruvian students, at the Universidad Nacional de Ingeniería/UNI (National University of Engineering). The degree granted at this university is the *Bachiller en Ciencias con mención en Ingeniería Industrial*, and the professional title is *Ingeniero Industrial*.

Table 5.3 shows the accounting curriculum at the Universidad Particular

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[7] Agronomy and forestry, not traditionally considered engineering programs in the United States, are so considered in Peru.

Católica Santa Maria (Private Catholic University Santa Maria). This curriculum leads to the academic degree *Bachiller en Contabilidad*, which requires a thesis in addition to completion of the coursework. The title at this university is the *Contador Público*. (See Appendix D for degrees and titles in accounting at other universities.)

Graduate Programs

Graduate studies in Peru are called programs of *perfeccionamiento* (advanced study), and may lead to a second professional title called the *Especialista* (specialist), or to the academic degrees *Maestro, Magister, Magister Scientiae* (master's degrees), and *Doctor*. Graduate studies in Peru began with the promulgation of Decree Law 17437 in 1969. (See Appendix D for graduate programs offered by the individual universities.)

Whether a student enters a specialist or master's program depends upon the area of specialization. Eight distinct specialist programs, with 58 areas of specialization, and 41 master's programs are offered, with educational administration the only duplicated subject. For example, a student who wishes to do advanced study in archeology must study in a specialist program because there is no master's program in this field.[8] Some graduate programs require a reading knowledge of English as a prerequisite because so many of the textbooks used are in English. The specialist and master's programs at universities can be no less than four semesters in length, although they may be longer.

Especialista (Specialist) Programs

The principal objective of a specialist program is to provide in-depth knowledge in a specific area of study. To enter a program, the student must hold a *Bachiller* and/or a professional title. The acquisition of the specialist title increases the opportunity for a person to work as a professional in the special area in which the second title is granted.[9] Programs of specialization may or may not lead to a title within the same profession in which the first professional title was obtained. For example, a person with a first professional title of *Médico-Cirujano* (physician) may obtain a second professional title in another specialization in the field of medicine, e.g., psychiatry, ophthalmology, etc. Conversely, a person with the professional title *Biólogo con mención en Microbiología* (biologist with a mention in microbiology) may choose to obtain a professional title in education in order to teach in a secondary or tertiary level school. Generally, however, the second specialization is in a sub-category of the area of study in which the first title was earned.

In 1979, the eight broad areas from which graduate students could choose 58 specializations included the following: archeology, computer science, dentistry, education, law, linguistics, medicine, and pharmacology. More than 50% of the programs were offered in medicine, and slightly more than 20% were in education.[10]

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[8] Consejo Nacional de la Universidad Peruana, *Estadísticas 13* (Lima, 1979), n.p.

[9] Reynaldo Alarcón Napurí, *Los Estudios de Postgrado en el Perú*, Consejo Nacional de la Universidad Peruana (Lima, 1978), pp. 2-4

At the end of the two-year program, the student must take a professional examination or present a monograph or thesis. The university then grants the professional title *Especialista*. In usage, this second professional title is preceded by the first—e.g., *Médico-Cirujano, especialista en Oftalmología*.

The Master's Degree

The terminology for the master's degree varies. Some universities use *Maestro*, others *Magister*, and one (the Universidad Agraria) uses *Magister Scientiae*. All are equivalent. In 1979, master's degrees were offered in 41 fields of study by the universities. The Escuela de Administración de Negocios para Graduados/ESAN (the Graduate School of Business), which is not a university, offers a *Magister* in business administration. This institution is discussed in detail below.

Master's degrees may be of two types: research oriented or professionally oriented. Although considered equivalent, the two types of degrees lead to different types of employment. Research master's usually lead to an academic career. Professionally oriented master's, which emphasize additional theory and/or technical knowledge in a specific area, are generally offered in the following areas: animal production, business administration, educational counseling, engineering systems, entomology, demography, hydraulics, nutrition, petroleum engineering, soils, and statistics.

At each university offering a master's, the following administrative duties are performed by the graduate school or a graduate committee: the establishment of the number of required hours in each master's program; the supervision and evaluation of the progress of studies; the maintenance of academic records; the organization of courses; and the designation of graduate-level professors. (In order to teach at the master's level, a professor must hold a master's or doctoral degree, and must have recognized publications.)

To be admitted as a candidate for the master's degree, the student must 1) possess a university title (the *Licenciado* or its counterpart) or the *Bachiller* degree, and 2) pass an entrance evaluation. This evaluation includes a close evaluation of the grades the student received as an undergraduate and of published articles or monographs, as well as a comprehensive examination. Some universities have additional entrance exams.

The number of credit hours required for each program varies from university to university (16 to 22 credits each semester), but the program must be at least four semesters in length. To obtain the degree, a student must have completed the number of required credit hours with a grade point average of 14, and researched, written, and defended a thesis of original research. Individual universities may stipulate additional requirements.

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[10] Alarcón, pp. 62-64.

Escuela de Administración de Negocios para Graduados/ESAN (the Graduate School of Business). ESAN, which grants the master's degree (*Magister*) in business administration, is a private, non-profit Peruvian institution with academic and administrative autonomy. It was founded to promote the socioeconomic development of Peru and Latin America through the training of business executives for public and private institutions and through research in business, economics, and related areas.

In March 1962, supported by a grant from the U.S. Agency for International Development, a group of professors from the Graduate School of Business of Stanford University went to Peru to study the possibility of establishing a graduate business school. As a result of the study, ESAN was established by law in July 1963. It was the first postgraduate center in Latin America for the professional training of executives where Spanish was the medium of communication. In July 1980, Law 23120 recognized ESAN as a center of postgraduate study at the highest level. With this legislation, the school can award degrees in the name of the country.

In the 16 years of its existence, ESAN has conferred the *Magister* on more than 1,000 professionals, of whom approximately 10% are from the rest of Latin America or Europe. More than 25,000 executives have participated in the high level seminars, executive development programs, etc.

The permanent teaching staff is, on the whole, Peruvian. It is composed of highly qualified professionals, graduates of different national and foreign universities. The school also relies on the collaboration of distinguished academicians and professionals in the capacity of visiting professors, contracted professors, and lecturers. At present, the principal U.S. institutional support is provided by Pennsylvania State University. A graduate student who wishes to receive both the *Magister* from ESAN and the MBA from Penn State, simultaneously, must accomplish part of the work at each institution; this program requires some additional 25-30 hours.[11]

To be admitted to the program, a student not only must hold a university degree but must reveal academic aptitude and interest as well as managerial ability. The *Magister* program at ESAN is 12 months in length and is divided into four academic periods. It is estimated that the program requires at least 3,000 hours of study time, of which a fifth corresponds to class hours and the remainder to fieldwork.[12] To receive the degree, the student must complete the required curriculum, develop an applied investigative project, and write a report on it, adhering to the prescribed rules.

Doctoral Studies

Of the 35 universities currently operating in Peru, only two have established programs leading to the *Doctor* degree: Universidad Particular Peruana

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[11] Information from Michael P. Hottenstein, Faculty Director, MBA program, Pennsylvania State University.

[12] *Programa Magister en Administración: 1981-82—ESAN.*

Cayetano Heredia (the Private Peruvian University Cayetano Heredia), with doctoral studies in medicine and the sciences; and Pontificia Universidad Católica del Perú (the Pontifical Catholic University of Peru), with doctoral studies in the social sciences and in law.

To be admitted to a doctoral program, a student must hold the *Bachiller* and must have passed all courses leading to the *Maestro*, *Magister*, or *Magister Scientiae* with a grade point average of at least 14. All doctoral programs require a thesis and most require fluency in a second language. The programs may vary in length from four to six semesters.

Until 1968, the *Doctor* could be obtained in the following ways: 1) In professional fields, the *Doctor* could be awarded to a student who possessed both the *Bachiller* and the respective professional title; 2) the student could have completed a one- or two-year doctoral program after obtaining the *Bachiller* and the professional title. In both cases, the student would have prepared a thesis to gain the *Doctor*. No master's programs were offered prior to 1969.

At the beginning of 1969, doctoral programs were elevated to the postgraduate level following professional studies. Also in that year the old doctoral programs stopped admitting new students.[13]

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[13] Alarcón Napurí, pp. 14-15.

Chapter VI

Health Fields

There are programs in the health fields at all educational levels in Peru, although most are at the tertiary level. However, there are vocational programs in paramedical education that vary widely in length and academic requirements. And there is one program in public health that offers only a master's degree. For further information on university programs in the health fields, see Chapter V or Appendix D. For a brief description of the specialization in health offered at the secondary level by the Cycle I ESEPs, see Chapter II.

In most of the health fields at any level, a *carnet* (official card) is issued to the graduate by the Ministry of Education. The *carnet* is used in obtaining employment. Upon successful completion of the course, the student must take the professional title and copy of the transcript to the Ministry where the title is registered and the *carnet* is issued.

Professional Fields

Dentistry

University Programs. University programs in dentistry, excluding short courses, are five or six years in length, depending upon the university (see Appendix D). The degree granted is the *Bachiller en Odontología*. Prior to 1981, the Universidad Particular Peruana Cayetano Heredia awarded the degree *Bachiller en Ciencias con mención en Estomatología*. The professional title is *Cirujano-Dentista*, except at the Universidad Nacional Federico Villarreal which awards the *Licenciado en Odontología*. Upon completion of these studies, a dentist may elect to do advanced studies in an *especialista* (specialist) program in dentistry. The professional title awarded is *Especialista en . . .*, which is attached to the first professional title. (See Graduate Programs, Chapter V.) This is the only postgraduate study offered in dentistry.

At U.P. Católica Santa María, the 12-semester course of studies consists of 235 credit hours. The program is divided into two parts: 1) General Studies—chemistry & physics (11 cr hrs), English (3), Spanish language (4), math & stat. (5), social sci. (9); and 2) Professional Courses—applied biology (40), dental surgery (39), diseases of the mouth and teeth (38), general surgery (48), law (3), prosthesis (27), public health (8).[1]

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[1] U.P. Católica Santa María, *Hacia el Estudio de una Currícula Integral* (Arequipa, Peru, 1981).

Short Courses in Dentistry. The academic programs of dentistry offer three short courses through the Departments of Dentistry to prepare dental assistants and technicians: *Asistentes Dentales* (dental assistants) and *Laboratorio Dental* I, II (dental laboratory technician I, II). Applicants must have completed secondary school and must compete by examination (less rigorous than that for the *Cirujano-Dentista* program) for the vacancies, which are scarce. For example, in 1981, at U.P. Peruana Cayetano Heredia, there were 20 vacancies for dental assistants, 8 for dental laboratory technicians I, and 6 for dental laboratory technicians II.

At U.P. Peruana Cayetano Heredia the dental assistant program is seven months in length. Upon completion of the course, the certificate *Asistente Dental* is awarded. The dental laboratory technician I and II programs at the same university prepare persons who will construct orthodontic prosthetic apparatus. Each course is independent and requires 2 semesters of study. Upon completion of the studies, the certificates *Laboratorista Dental* I and *Laboratorista Dental* II are awarded.[2]

Medicine[3]

Nine universities in Peru offer studies in general medicine (see Appendix D).[4] Although the programs are scheduled to be six or seven years in length, it is not unusual for a student to spend much longer completing medical studies because of delays from student strikes and other causes.

The first academic degree granted in general medicine is the *Bachiller en Medicina*, the *Bachiller en Medicina Humana*, or the *Bachiller en Ciencias con mención en Medicina*, depending upon the university. The first professional title awarded in medicine is *Médico-Cirujano*.

A specialist title in medicine is obtained through a 3- or 4-year (depending on the area of study) medical residency. To enter a residency program, a person must have the title *Médico-Cirujano*. Upon completion of the residency, the specialist title, *especialista en* or *especialista con mención en*, is awarded. This title is attached to the first title. For example, a residency in anesthesiology would lead to the title *Médico-Cirujano, especialista en Anestesiología*.

Postgraduate specialist programs at U.P. Peruana Cayetano Heredia include the following: Three-Year Programs—anesthesiology, general surgery, gynecology & obstetrics, internal medicine, ophthalmology, pediatrics, pediatric surgery, psychiatry, radiology, radiotherapy; Four-Year Programs—cardiology, clinical & lab pathology, endocrinology, gastroenterology, general surgeryoncology, hematology, immunology, nephrology, traumatology, tropical medicine.

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[2] U.P. Peruana Cayetano Heredia, *Prospecto 1981* (Lima, 1981), p. 15.

[3] Unless noted, the information in this section was provided by Vice-Rector Dr. Juan Bernal of U.P. Peruana Cayetano Heredia, and by Dr. José Gutiérrez Correa, Rector, U.N. de San Agustín.

[4] CONUP listed eight universities as offering medicine; the Ministry of Health did not list U.N. de San Antonio Abad or U.N. Técnica de Piura as offering medicine in 1981.

The only postgraduate academic degree offered in medicine is the *Doctor en Medicina* at U.P. Peruana Cayetano Heredia. To enter the program a person must hold the title *Médico-Cirujano* and have practiced medicine a minimum of five years. To earn the doctorate, the student must research an original thesis, present and defend it before the School of Medicine.

Nursing

All nursing education in Peru is at the tertiary level and is offered by 14 universities and nine schools of nursing.[5] (See Appendix D for the programs offered by universities, and Appendix F for the schools of nursing.) The university programs are controlled by CONAI. The schools of nursing, seven of which are located in the greater metropolitan area of Lima and Callao, are under the jurisdiction of the Ministry of Health. All of the programs at both types of institutions are 10 semesters (17 weeks each) in length. There were previously 8-semester nursing programs offered at both types of institutions.

Applicants to university nursing programs must meet the general entrance requirements of the university. (See Chapter V for university entrance requirements.) Admission to a school of nursing is based on an entrance examination. To sit for the exam, a student must have graduated from a secondary school of any type (see Chapter II). The entrance exam consists of four parts: 1) a psychotechnical exam, written and oral; 2) a physical exam; 3) a personal interview; 4) an objective general knowledge exam.

The current nursing curriculum, which was established in 1977 by the Ministry of Health as a model program, is used by both the universities and the schools of nursing. An individual institution is allowed to make modifications in the curriculum to meet the specific needs of the school or region.[6]

Students attend class 30-35 hours per week and receive 18 to 22 credit hours per semester. The individual institution determines the total number of required credit hours, but the minimum is 180, and the maximum 202. (The model curriculum suggests 200.)[7]

The model curriculum encompasses four areas of "formation," which are the following: General Formation (general studies), 30 hrs; Professional Development (nursing courses), 140; Research Development, 20; Development for Community Service, 10.[8]

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5. The ESEPs offer secondary level training in *salud* (health). One sub-section of this specialization is called nursing but is not considered professional training and leads only to further education. See Chapter II for a discussion of ESEPs.

6. Information provided by Dr. Mario León Ugarte, General Director of the Escuela de Salud Pública del Perú, Lima.

7. Ministerio de Salud, *Currículum de Estudios para Escuelas de Enfermería* (Lima, 1977).

8. *Ibid.*, Appendix 2.

The 140 hours in Professional Development include the following: introduction to nursing (12 hrs); administration (12); community health (14); mother-child nursing (24); psychiatric nursing (11); surgical nursing (28); biological sciences (42). Biological sciences is made up of anatomy & physiology (8), biology & ecology (4), epidemiology (5), microbiology & parasitology (4), nutrition (6), pharmacology (6), and physics & biochemistry (3).

Until 1981, all students from both types of nursing programs completed a 6-month internship called the Programa del Servicio Civil de Graduando/SECIGRA-SALUD (Graduates' Program of Civil Service). Certification of completion of this program was required for the professional title to be granted. The government abolished SECIGRA in 1981.

Grading standards in university nursing programs are set by the individual university. (See Chapter V.) The grading scale used in schools of nursing is 0-20 with 11 the lowest passing grade. Of the nine nursing schools which were sent a questionnaire concerning their institutions, five responded. Two of the five omitted the section on grades. The three remaining respondents made the following observations: 1) At two of the three schools, 50% of all graduating students received either 12 or 13 as a grade; 2) in all schools, approximately 60% of all students received 12, 13, or 14; and 3) one school awarded only grades below 15, while 10% of the grades at another school were between 16 and 18. Therefore, it is strongly recommended that a student who obtained a professional title from a school of nursing in Peru and who desires to do postgraduate study in nursing in the United States submit a letter from the director of the school stating the number of students in the graduating class and the rank by percentile of the student. In addition, it is strongly suggested that these students be required to take the screening exam given by the Commission on Graduates of Foreign Schools of Nursing upon arrival at the U.S. campus. This exam is given in some foreign countries but currently not in Peru.

Some universities award the degree *Bachiller en Enfermería* upon completion of the coursework. Other universities require completion of all coursework plus an acceptable research project or paper before the degree is granted. For a professional title, all universities require the academic degree; some also require a comprehensive exam. The title in nursing is either *Enfermero* or *Licenciado en Enfermería*, depending upon the university. In the schools of nursing, the professional title *Enfermero* is awarded upon successful completion of all coursework.

Obstetrics

Three universities in Peru offer programs in obstetrics (see Appendix D). This is a free standing program which does not require a nursing degree for entrance. The degree earned is substantially more than a nursing degree but less than an M.D. There is no comparable program in the United States. All obstetrics programs are now 10 semesters in length; previously, there were some 8-semester programs. The degree is the *Bachiller en Obstetricia* or the *Bachiller en Obstetricia y Puericultura*, and the accompanying professional title is *Obstetríz/Obstetra* or *Licenciado en Obstetricia y Puericultura*, depending upon the university. (See Appendix D for variations of the *bachiller* and *licenciado* in obstetrics.)

The academic program in obstetrics at U.P. Católica Santa María is divided into General and Professional Studies, with the latter divided into technical courses and professional practice. The credit hours are shown after each course as follows: 1) General Studies—biophysics (6 hrs), chemistry (6), Spanish language (3), math (6), research (3), social sci. (9); 2) Professional Studies/Technical—biological sci. (20), health (9), human biology (14), medical sci. (36), nursing (5), pharmacology (4), prenatal care (19), obstetrics (22); Professional Practice—obstetrics (14), pediatrics (14), prenatal care (14).[9]

Pharmacy

Pharmacy degrees and professional titles are offered by four universities in Peru (see Appendix D). The academic degree is the *Bachiller en Farmacia y Bioquímica* or *Bachiller en Farmacia*, depending upon the university.

The *Bachiller* degree from U.N. de San Marcos, U.N. de Trujillo, and U.N. San Luis Gonzaga may be earned one of two ways: 1) by successfully completing 100% of the required coursework after which the degree is automatically awarded, or 2) by successfully completing 80% of the coursework and a thesis, after which the degree is awarded. U.P. Católica Santa María requires 100% of the coursework plus a thesis before awarding the degree; a comprehensive exam is required for the title. All four universities require the *Bachiller* and successful completion of pre-professional practice before awarding the title.[10] All four award the professional title *Químico-Farmacéutico*.

In 1981 at U.P. Católica Santa María, the 10-semester program consisted of 216.5 credit hours, with the following courses and hours: 1) General Studies —Spanish language (3 hrs), methods of study (3.5), technical English (4); 2) Science Courses—biological sci. (32.5), chemistry (81), math (16), pharmacology (5), physics (19), and complementary courses (7.5).[11]

Public Health[12]

In May 1980, Educational Law 23072 designated the Escuela de Salud Pública del Perú (Public Health School of Peru) as the postgraduate center at the university level for the awarding of the master's degree in public health. The program was approved by CONAI.

The total program is four semesters (17 weeks each) in length, and includes

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[9] U.P. Católica Santa María, *Hacia el Estudio de una Currícula Integral*.

[10] Documents supplied by Dr. Ramiro Valdivia Cano, U.P. Católica Santa María.

[11] U.P. Católica Santa María, *Hacia el Estudio de una Currícula Integral*.

[12] This section draws heavily upon the following source: Escuela de Salud Pública del Perú, *Informativo del Programa de Maestría en Salud Pública* (Lima, 1981).

2,200 programmed hours of training. The maximum number of students who enter the program each year is 20. To be admitted to the program, a person must meet one of the following requirements: be a graduate of a university or a school of nursing with a professional title in the field of health; pass an extensive course in public health and have three years' experience in the field; have five years' experience in public health.

The four-semester graduate program is as follows:

1st Semester: ecology & epidemiology (5 hrs), fundamentals of public health (4), social sci. & health (4.5), statistics (3), theory & methods (3.5).

2nd Semester: admin. of health services (4 hrs), admin. finances (1), business law (1), eval. of projects (1.5), governmental acc. (1.5), governmental mgmt. (1.5), health planning (4), meth. & techniques of supervision (2.5), personnel mgmt. (2), theory of admin. (1.5).

3rd Semester: adult health and gerontology (2 hrs), community health (3), disease control (3), health educ. (1), mental health (1.5), nutrition (2), occupational health (2), oral health (1), perinatal care (3), vet. med. in public health (1.5).

4th Semester: This semester the student applies practical and theoretical concepts to a concrete situation in the field of public health.

The grading system used in the School of Public Health program is based on 0-20, with 11 the lowest possible passing grade. The final grade in each class is based on an average of 1) two written exams, 2) practical application, and 3) class participation, each counting 25%.

In order to obtain the degree, the *Magister en Salud Pública* (Master's in Public Health), a student must pass all courses, maintain a grade point average of 14 or above, and present and defend a thesis before a designated committee. At the end of the program, a student who has passed all the coursework may request a *certificado de estudios* which shows the courses taken and the grade in each course. A student who has not passed all the courses or who has a grade point average below 14 is awarded a *certificado de asistencia* (attendance certificate).

Veterinary Medicine[13]

In 1981 five universities in Peru offered studies in veterinary medicine (see Appendix D). These programs are either 10 or 11 semesters in length, depending upon the university. The first degree offered is the *Bachiller en Medicina Veterinaria* or the *Bachiller en Medicina Veterinaria y Zootecnia*, depending upon the university. Upon completion of the coursework (see Table 6.1), the degree is granted. In order to receive the professional title, the student must present and defend an original research paper. The professional title is either the *Médico Veterinario, Médico Veterinario y Zootecnista*, or *Licenciado en Medicina Veterinaria*, depending upon the university. There is no postgraduate study in veterinary medicine in Peru.

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[13] U.N. Mayor de San Marcos, "Programa Académico de Medicina Veterinaria." (in-house working paper); interview with Dr. Luis Inope Cúnco.

Table 6.1. **Curriculum in Veterinary Medicine, National University of San Marcos, 1981**

First Year—Animal Anatomy (7), Applied Math (4), Biochem. (5), Ecology (1.5), Gen. Biology (5), Gen. Chem. (4), Gen. Physics (3.5), Histology (5), Intro. to Vet. Med. (1.5.), Sociology (2), Spanish (2). Total: 40.5 hrs.

Second Year--Animal Genetics (1.5), Animal Nutrition I (3), Animal Physiology (7), Biostatistics (3), Cattle Econ. (2), Genetic Breedings (3), Intro. to Vet. Med. & Zootechnology (2), Med. Botany & Agrostology (2), Microbiology & Immunology (4), Vet. Embryology (3), Vet. Path. I (5.5), Pre-Professional Practice (3). Total: 39 hrs.

Third Year—Admin. (3), Animal Nutri. II (2), Artificial Reproduc. & Insemination (3.5), Clin. Diagnosis (6), Microbiol. I (3), Parasitol. I (4.5), Range Mgmt. (1.5), Toxicol. (2), Vet. Path. II (5.5), Vet. Pharmacol. (5), Pre-Professional Practice (3). Total: 39 hrs.

Fourth Year—Anatomical Surgery (1.5), Cattle Produc. (5), Horse Produc. (1.5), Microbiol. II (3), Obstet. & Problems of Reproduc. (3), Parasitol. II (4.5), Poultry Diseases (3), Poultry Produc. (3), Sheep & South American *Camelido* Produc. (3), Vet. Clinical Path. (3), Vet. Med. I-II (5), Vet. Surgery I (2.5), Pre-Professional Practice (3). Total: 41 hrs.

Fifth Year—Animal Production* (14), Epidemiol. (2), Inspection & Health Control (5), Meat Inspection* (3), Public Health I (2), Swine Produc. (2.5), Vet. Med. III (6), Vet. Surgery II (2), Pre-Professional Practice (1.5). Total: 38 hrs.

Sixth Year, 1st sem.: Public Health II* (1.5), Vet. Med. IV* (14), Vet. Path. III* (2.5). Total: 18 hrs.

SOURCE: U.N. Mayor de San Marcos, "Programa Académico de Medicina Veterinaria." (in-house working paper)

*Courses taken in semesters 10 and 11 (5th and 6th yrs) are spent in intensive on-the-job training.

Vocational Training in Paramedical Education[14]

Vocational training in paramedical education in Peru varies in length from a few weeks to a year, depending upon the institution and the area of study. Most paramedical vocational training is offered by four institutions: the Ministerio de Salud (Ministry of Health), the Ministerio del Interior (Ministry of the Interior), the Sanidad Naval (Department of Naval Health), and the CECAPEs (See Chapter III).

Two types of vocational training in paramedical education are offered: 1) courses for middle management technicians; and 2) courses for auxiliary personnel. Upon successful completion of a course, the student is issued a *carnet* (official card) to be used in obtaining employment.

Training programs, about which little information is available, lead to the following titles:[15] **Middle Level Management Technicians**—*Operador de Maquinaria Industrial I de la Sala de Máquinas de los Establecimientos de Salud* (operator of industrial machines in health establishments); *Técnico Analítico de Alimentos* (food testing technician); *Técnico de Equipo de Rayos* (x-ray technician);

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[14] Ministerio de Educación, *Escuela de Salud Pública: Prospecto 1979* (Lima, 1979), pp. 23-53; and typed information from the Public Health School of Peru.

[15] Information provided by the Ministry of Health.

Técnico de Equipo Electromecánico (electrical-mechanical equipment technician); *Técnico de Inyectables* (injection technician); *Técnico de Mantenimiento de Equipo Electromecánico de Establecimientos de Salud* (maintenance technician of electrical-mechanical equipment in health establishments); *Técnico en Estadística de Salud y Registros de Atención Médica* (technician in health and medical stats.); *Técnico* en Laboratorio (lab technician); *Técnico en Radiología* (radiology technician); *Técnico en Saneamiento* (drainage technician).

Titles for Auxiliary Personnel—*Auxiliar Consultorio* (medical office asst.); *Auxiliar de Administración de Servicios Médicos* (asst. administrator of medical services); *Auxiliar de Enfermería* (nursing asst.); *Auxiliar de Estadística* (statistical asst.); *Auxiliar de Kinesiología* (muscular movement asst.); *Auxiliar de Laboratorio* (laboratory asst.); *Auxiliar de Mecánica Dental* (asst. in dental mechanics); *Auxiliar de Medicina Preventiva* (preventive medicine asst.); *Auxiliar de Rehabilitación* (rehabilitation asst.); *Auxiliar Sanitario* (sanitary asst.); *Personal Sanitario o Enfermero Naval* (sanitary personnel or navy nurse); *Secretariado Medical Asistencial* (asst. medical secretary).

Chapter VII

Other Specialized Education

Ecclesiastical Education

Protestant Theological Training

Protestant theological training generally is offered in *seminarios* (seminaries). These seminaries often have no educational requirements for admission, and in no case require education beyond completion of secondary studies. The Ministry of Education and the Peruvian universities do not recognize any Protestant theological education in Peru. The exact number of these *seminarios* is unknown, but three types of such institutions are described below.

Baptist. Seminario Teológico Bautista del Perú (the Baptist Seminary of Peru), under the sponsorship of the Southern Baptist Convention, is located in Trujillo. It offers a two-year program in Christian education, two four-year programs in theology, and an extension program. The academic calendar in all programs includes four *bimestres* (two-month sessions) annually, with 18 hours in class Tuesday through Friday.

The two-year program has no educational requirements for admission. Upon successful completion of the program, the *Certificado en Educación Cristiana* (Certificate in Christian Education) is awarded.

The two four-year programs in theology offer the same academic coursework but differ in that one requires graduation from higher secondary school as an entrance requirement and the other does not. Upon successful completion of all requirements, including a three-month practicum, a *Certificado en Teología* (Certificate in Theology) is awarded to those who have not completed high school; a *Bachiller en Teología* is awarded to those who are higher secondary school graduates.

In the extension program, courses are offered which may lead to any of the other three programs offered by the seminary.[1]

Interdenominational. Seminario Interdenominacional en Lima enrolled 80 students in 1981. The four-year program has no educational requirements for admission.[2] Upon successful completion of the program a *Diploma en Teología* is awarded.

Methodist. Seminario Teológico Metodista, Paseo Colón 209, Lima, was established in 1980 for the purpose of training Methodist ministers. The three-year program will graduate its first students in December 1982. There are no educational requirements for admission, and this program is not accredited by the Latin American Association of Theological Institutions. A *certificado* will be awarded upon successful completion of the program.[3]

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[1] Interview with Rudolph Dixon, teacher at Seminario Teológico Bautista del Perú.

[2] Foreign Mission Society, Methodist Church, New York City.

Roman Catholic Theological Training[4]

Theological studies have been offered in Peru by the Roman Catholic Church since 1551. These studies are currently offered at 12 major seminaries and La Facultad de Teología Pontificia y Civil de Lima, a university level institution.

One of the major seminaries, the Instituto Superior de Estudios Teológicos "Juan XXIII"/ISET (Higher Institute of Theological Studies "John XXIII") was founded as a university level institution in 1975. Its entrance requirements and academic programs are the same as those at La Facultad de Teología, but ISET is still waiting for official recognition of university status by the Ministry of Education.[5]

The Major *Seminarios* (Seminaries). The major seminaries (see Appendix F) do not award academic degrees or professional titles. Beginning in March 1982, the curriculums at all the seminaries, with the exception of Instituto Superior de Estudios Teológicos "Juan XXIII," became uniform. The program of study is six years in length and leads to the ordination of the student as a priest. The curriculum is as follows:

First Year—Ancient Philos., Gen. Psych., History of Salvation & Intro. to the Bible I-II, Intro. to Culture, Intro. to Philos., Methods of Study & Intellectual Work, Modern Logic, Spanish Language, Theology of Christian Life, Theology of Religious Life, The Religious Question.

Second Year—Axiology & Ethics, Catechetic Methodology, *Deuteronomy*, Faith & Revelations, Intro. to Social Sci., Medieval Philos., National Reality, Ontology, Pastoral Wkshp. I-II, Pentateuch, Philos. of Knowledge, Pursuit of Christ: Ministry & Vocation, Sociology of Religion, Theology of Nature.

Third Year—Anthro. of Religion, Canon Law, Creation, Hist. of the Medieval Church, Hist. of the Old Church, Liturgical Theology: Ritual & Symbolism, Pastoral Duties, Pastoral Wkshp. III-IV, Philos. of Sci., Prophets, *Psalms*, Psych. of Personality, Rural Pastorate, Sapiential Books.

Fourth Year—Acts of the Apostles, Ecclesiology I-II, Ethics I-II, Fathers of the Church, Hist. of Contemporary Philos., Hist. of Modern Philos., Pastoral Wkshp. V-VI, Psych.

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[3] Personal conversation with Bishop Juan Hollemweguer, Director, Seminario Teológico Metodista, Lima; and Joyce Hill, General Missions Board of the Methodist Church, New York.

[4] Information for this section is from the following sources: Seminario de Santo Toribio, *Plan Básico de Formación* (Lima, 1977); *Hogar San Juan* (Lima, 1981), pp. 11-19, 29-30; Mons. Augusto Beuzeville F., *Seminarios y Vocaciones* (Lima, January 1982), pp. 3-4; and personal letter from Mons. Mario Tagliaferri, Nuncio Apostólico, dated March 18, 1982.

[5] Based on personal correspondence with Hna. Rosalina Bolaños del S., Director of Studies at the Instituto Superior de Estudios Teológicos, dated August 5, 1982.

& the Pastorate, Synoptics.

Fifth Year—Biblical Theology, Canon Law, Christology I-II, Ecclesiology III-IV, Ethics III, Hist. of the Church III-IV, Pastoral Wkshp. VII-VIII, Philosophical Anthro., Saint Paul, Theology in the Third World.

Sixth Year—Biblical Theology: The Priesthood, Canon Law, Ecclesiology V, Ethics IV: Social & Public, European Theology, God: One & Three, Maryology: Theology of Hope, Pastoral & Urban Sociology, Pastoral Ministry, Pastoral Wkshp. IX-X, Saint John, Theology & Life: Synthesis.

Admission requirements for all the major seminaries include successful completion of any type of secondary school (see Chapter II), the minimum age of 18, a personal interview, and the usual legal documents.

Author's Note: According to Article 59 of the new educational law (23384), all major seminaries will follow rules and regulations established by the Holy See. La Facultad de Teología Pontificia y Civil de Lima will continue to operate under Law 18009.

La Facultad de Teología Pontificia y Civil de Lima. The only non-university degree-granting institution in Peru specializing in Roman Catholic theology, La Facultad de Teología de Lima has operated uninterruptedly since 1551. In the late 1800s it became part of the Universidad Nacional Mayor de San Marcos but became independent again in 1935. In accordance with Law 19326, Article 375, degrees and titles granted by this institution have the same recognition as degrees and titles offered by Peruvian universities. La Facultad de Teología follows the same academic calendar, semester system, and credit hour system as the Peruvian universities.

Two seven-year degree programs, *Teología Sistemática* (systematic theology) and *Teología Pastoral* (pastoral theology), and one six-year non-degree program, *Programa Seminarístico* (seminary program), which trains priests, are offered by La Facultad.

The program in systematic theology is directed toward theological research and is open to seminarians, members of religious orders, and laymen of both sexes. Pastoral theology is directed toward the preparation of priests and pastoral assistants and is open to seminarians and members of religious orders regardless of sex.

To be admitted to either of the degree programs, a student must pass an entrance examination. The number of vacancies is determined by La Facultad de Teología and by church authorities. To be eligible to sit for the exam, a student must have successfully completed studies at any type of secondary school (see Chapter II). The applicants who score the highest on the exam are allotted the designated seats. Admission requirements to the non-degree program are comparable to those at the major seminaries.

The academic coursework for the degree programs in systematic theology and pastoral theology requires the completion of 254 and 255 credit hours, respectively. Approximately 30% of the coursework is in General Studies: archeology & history of the church I-III (10 hrs), ethics (3), general psych. (3), hist. of philosophy I-IV (16), history of the church in Peru & Latin America (3), intro. to philosophy (4), intro. to social sci. (3), Latin I-VIII (20), logic (3), Marxism (3), math I (3), philosophical anthro. (4), philosophy of nature (3), and Spanish I, II (6). The remainder of the curriculum is made up of Professional Studies.

Upon successful completion of the required coursework, the degree *Bachiller en Teología Sistemática* or the *Bachiller en Teología Pastoral* is awarded for the respective program. To obtain the professional title in theology, the candidate must first receive the *Bachiller en Teología* and must then complete a two-year *especialista* (specialist) program (see Chapter V). Upon completion of that program, the title *Licenciado en Teología especialidad "Evangelización en América Latina"* is awarded. Students who complete a thesis after obtaining the title are granted the degree *Doctor en Teología*. Upon successful completion of the non-degree program, the *Diploma de Teología* is awarded.

Education in the Arts[6]

The Instituto Nacional de Cultura/INC (National Institute of Culture) is comprised of 25 schools—5 national and 20 regional. Three of the national schools and all of the regional schools prepare professionals in the areas of the dramatic arts, the plastic arts, or music. Trained professionals may teach in the area of their specialization on any level of education, pre-school through university. The three national schools that train teachers and professionals are the Escuela Nacional de Artes Dramáticas (National School of Dramatic Art), the Escuela Nacional de Bellas Artes (National School of Fine Arts or Plastic Arts), and the Escuela Nacional de Música (National School of Music). The other two national schools are the Escuela Nacional de Ballet (National School of Ballet), which is dedicated exclusively to training ballet professionals, and the Escuela Nacional de Arte Folklórico (National School of Folkloric Art), which is in the process of being converted into a research and promotional center for popular Peruvian art. (See Appendix E for teacher training institutions and Appendix F for tertiary non-university institutions with programs related to the arts. There is one university program in plastic arts; see Appendix D.)

All of the schools that form part of the National Institute of Culture are recognized by law as representing university level education. Their programs are, however, only four years in length, but the schools adhere to the same academic calendar and credit hour system as the universities. To enter one of the National Institute of Culture schools, the student is required to have completed secondary school. For other admission requirements, see the descriptions of the individual programs below.

All of these schools award the professional title *Bachiller Profesional*, except the National School of Music which awards the *Bachiller en Música*. At the student's request, a *Record Académico del Alumno* (Document 12, Appendix A) is issued which includes the following information: a photograph of the student, a listing of all courses with grade earned, and the date of the final exam. All grades are written in words, not numbers, e.g., *catorce* instead of 14.

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[6] Instituto Nacional de Cultura (Lima, 1981). (working document)

Prior to 1977, the National Institute of Culture admitted elementary school graduates for programs in the performing arts, and secondary school graduates for teacher training programs. Until all schools were able to require a secondary education of all students, the 1977 law provided that students who met the requirements of a performing arts school but who did not possess a secondary education certificate would be awarded a *Certificado de Idoneidad Profesional*. By 1981 all schools of performing arts required a secondary education certificate for admission. The five areas of study are described below:

***Arte Dramático* (Dramatic Art).** Dramatic art is offered in the National School of Art in Lima, and at the Escuela Regional de Arte Dramático (Regional School of Dramatic Art), in Trujillo. Entrance requirements include completion of secondary education and scoring at a certain level on an entrance exam. In each of these schools, two areas of study are offered: *actuación* (acting) and *escenografía* (stage design). Before the professional title *Bachiller Profesional* is awarded, a student must have completed all coursework and must pass a final exam in the area of specialization.

***Artes Plásticas* (Plastic Arts).** The plastic arts of *pintura* (painting), *escultura* (sculpture), and *grabado* (engraving) are offered at the National School of Fine Arts and at 10 other schools which, with the former, are part of the National Institute of Culture.

In the programs of study in the area of plastic arts at the National Institute of Culture schools, there is no liberal arts component; all coursework is in the area of specialization. Upon successful completion of all coursework, the title *Bachiller Profesional* is awarded with a mention of the area of specialization, e.g., *Bachiller Profesional con mención en Escultura* (or *Grabado* or *Pintura*). At present, there is no program leading to the *Licenciado*, but such a program is being planned.

Prior to 1980, in the National School of Fine Arts, the specializations of painting, sculpture, and engraving required a total of 58 courses, while regional schools, which had specializations in painting and sculpture, required a total of 45 courses. Upon completion of all coursework at either the National School or a regional school of fine arts, only a certificate was awarded, either a *Certificado de Pintura* or a *Certificado de Escultura*. No professional title was given. The *Certificado de Grabado* was awarded only by the National School of Fine Arts and not by a regional school.

***Danza* (Dance).** The National School of Ballet has a campus in Lima and two extension divisions, one in Trujillo and the other in Iquitos. Two levels of study are offered at all three campuses. The lower level is called *formación artística temprana*/FAT (early artistic formation). Children aged 8 to 10 may enter the seven-year program. Upon completion of the program, the *Certificado de Formación Temprana* is awarded.

The higher level of dance is called *formación artística profesional*/FAP (professional artistic formation). To enter the eight-semester program, the student must present an official certificate of secondary school completion and must show proof of completion of six years of classical dance. Upon successful completion of the program, the title *Bachiller Profesional* is awarded.

***Música* (Music).** Music is offered in 13 schools: the National School of Music, 9 regional schools of music, and 3 regional schools of artistic education that offer study in music but are not exclusively schools of music.

There are two levels of study in music (with the same names as the two levels of study in dance): *formación artística temprana*/FAT (early artistic formation), the lower level; and *formación artística profesional*/FAP (professional artistic formation), the higher level.

FAT is for children between the ages of 8 and 15 who wish to become professional musicians. To enter the program, a child must present an acceptable academic record of the preceding year and must take an entrance exam demonstrating adequate performance techniques. FAT classes are held Monday through Friday from 3 P.M. to 8 P.M. and Saturday from 9 A.M. to 5 P.M. Musical studies are offered in bassoon, cello, clarinet, flute, guitar, horn, oboe, piano, recorder, trombone, trumpet, violin, and native instruments, including the *quena*, *charango*, and *zampoña*. In addition to instrumental classes, the following courses are required: ear training, introduction to the history of music, introduction to musical culture, instrumental ensemble, sight reading, and theory of music.

To enter FAP, the student must have completed secondary studies and the FAT program, including the fourth year of piano. Although FAP studies are legally at the university level, they are strictly performance degrees. Currently, studies are being offered in composition, choral direction, and musical instruments. Studies in any of these areas of specialization lead to a *Bachiller en Música*. Graduates who receive the *Bachiller en Música* may teach at any level including pre-school through university.

Persons who hold the *Bachiller en Música* may apply to study for a *Magister en Música*. To be accepted (providing there is a vacancy), applicants must have completed the *Bachiller en Música* program with a grade average of at least 14. The objective of theoretical and practical courses at the *Magister* level is the perfecting of performance techniques in the instrumental, vocal, or conducting areas. In the field of composition, the student is guided in developing artistic expression while maintaining a distinctive style.

Military Training[7]

By law, the military services of Peru offer university level education. These programs, which are four or five years in length (depending upon the entrance qualifications of the cadets) are described below under the individual descriptions of the educational institutions administered by the military.

Entrance requirements for schools for noncommissioned and commissioned officers are the following: the applicant must have completed any type of secondary school (see Chapter II), must be a Peruvian citizen, and must pass an entrance examination.

In theory it is possible for a student to transfer from a military academy to a Peruvian university, but this is seldom done for two reasons: 1) the cadet is generally a career officer and promotion is based, to a large extent, upon completion of a military academy education, and 2) the specialized nature of the military academy curriculum. Because information concerning military education in Peru is classified, curriculums and the names of some diplomas are not available.

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[7] Raquel E. Núñez, *Guía Nacional de Orientación Profesional Práctica* (Lima, 1978), pp. 271-83; Richard F. Nyrop, *Peru—A Country Study* (Washington, D.C.: U.S. Government Printing Office, 1981), pp. 211-49.

AUTHOR'S NOTE: According to the new educational law (23384), national postsecondary schools for the military and for government officials and diplomats will function under laws specific to them.

According to Article 15, all pre-military training in educational centers is under the direction of the Ministry of War.

Army Schools

Escuela Militar de Chorrillos (Military School of Chorrillos), Av. Escuela Militar s/n, Chorrillos. Has been offering university level education since 1896. Programs: Artillery, cavalry, engineering, infantry, public affairs, ordnance, transmissions. Rank awarded: *Alférez* (2d Lt.), followed by area of specialization—e.g., *Alférez de Infantería.*

Escuela Técnica del Ejército (Army Technical School), Prol. Paseo de la Republicana s/n, Urb. Matellini, Chorrillos. Length of program: 18 to 30 months, depending upon area of study. Programs: Armaments mechanics, armor, automotive mechanics, military pedagogy, military staff, sanitation, supply, transmissions. Rank awarded: *Sub-Oficial del Ejército* (noncommissioned army officer).

Escuela Superior de Guerra (Higher War College). Offers 2-year professional development program. Admission Requirements: Military academy graduates with rank of captain or major. Diploma awarded.

Naval and Merchant Marine Education

Escuela Naval del Perú (Peruvian Naval Academy), Iquique s/n, La Punta, Callao. Offers university level studies in three programs: General Command (with subspecializations in communications, diving & salvaging, electrical engr., electronic engr., hydrography & oceanography, mechanical engr., naval aviation, naval construction, submarines, weapons); Marine Infantry; and Administration. Rank awarded: *Alférez de Fragata de Comando General* (Naval Ensign of the General Command); *Alférez de Fragata del Cuerpo de Infantería de Marina* (Naval Ensign of the Marine Infantry); or *Alférez de Fragata de Administración* (Naval Ensign of Administration).

Centro de Instrucción Técnica y Entrenamiento Naval de Callao/CITEN (Naval Center for Training & Technical Instruction), Av. Contralmirante More s/n, Callao. Offers program for noncommissioned officers. Length of program: 8 to 22 months, depending upon specialization. Areas of Specialization: armor, boilers, electricity, electronics, intelligence, international code of signals, marine infantry, marine propulsion, motors, nautical gear, naval ordnance, shore patrol, sanitation, supply. Military occupational specialty awarded: *Oficial de Mar Tercero*/OM 3ro (seaman 3c).

Escuela Naval de Guerra (Navy War College). Two-year professional development program open to naval graduates of Peruvian Naval Academy who have progressed through ranks to Ensign or Corvette Captain. Program viewed as means of professional advancement. Diploma awarded.

Escuela Nacional de Marina Mercante "Almirante Miguel Gráu" (National Merchant Marine Academy "Almirante Miguel Gráu"), Prol. Buenos Aires 632, Callao, with affiliates in Iquitos and Puno. Offers two four-year university programs: Engineering and Nautical Science. Military Occupational Specialty/Rank Awarded: Engineering —*Tercer Ingeniero de la Marina Mercante* (engineer, 3c of the Merchant Marine)/*Alférez de la Reserva Naval del Perú* (Ensign of the Naval Reserve of Peru); Nautical Science —*Tercer Piloto de la Marina Mercante* (pilot, 3c of the Merchant Marine)/*Alférez de la Reserva Naval del Perú* (Ensign of the Naval Reserve of Peru).

Air Force Education

The Aeronautical Instruction Center Command supervises all air force educational institutions, which are the following:

Fuerza Aérea del Perú (Peruvian Air Force Academy), Surco, Lima. Offers three 4-year programs: Command & Combat for pilots; Security for military intelligence; Space Technology Engineering for space technologists. The latter is divided into aeronautical mechanical engr. with emphasis in electrical mechanics or aeronautical engr. *or* electronic engr. with emphasis in electronics or applied aeronautics. Rank awarded: *Sub-Teniente* (2d Lt.).

Centro de Especialización de la Fuerza Aérea del Perú/CEFAP (Peruvian Air Force Technical Training School), Base Aérea de Las Palmas, Surco, Lima. Offers 2-year program in technical training to noncommissioned officers. Programs: Technology Related to Air Flight, and Services. Military occupational specialty awarded: *Sub-Oficial de Tercera* FAP (officer, 3c FAP).

Escuela Superior de Guerra Aérea (Air Force War College). Offers three professional development diploma courses for officers: 1) 4-month Squadron Officer's course for lieutenants and captains; 2) 1-year Command & Staff course for majors and lieutenant colonels; 3) 1-year High Command course for colonels (discontinued in 1968 but projected to be revived in 1982).

Advanced Military Training

Centro de Altos Estudios Militares/CAEM (Center for Higher Military Studies), Chorrillos. Estd. 1950. Highly selective. Offers highest level of officer training in the military to lieutenant colonels, colonels (army), commandants, colonels (air force), frigate captains, captains (navy), high ranking police officials and selected citizens. Length: 1 year. Program: Courses in econ., pol. sci., soc. sci. Diploma awarded.

Other Special Institutions

NOTE: Important information concerning the two institutions described in this section arrived too late to be considered by the National Council on the Evaluation of Foreign Educational Credentials. Before placing students from these institutions, admissions officers are urged to read the institutional descriptions below, as well as other pertinent information in this volume, with great care. Some of the credentials presented by such students may represent work completed at a level or type of institution covered in the placement recommendations passed by the Council, and should be so considered.

The Academia Diplomática del Perú (Academy for Training Peruvian Diplomats), Lima.[8] The Academy is a university level federal institution, dependent on the Ministerio de Relaciones Exteriores (Ministry of Foreign Relations).

The institution offers a three-year program of undergraduate studies. Applicants must be native Peruvians, at least 18 but not over 27 years of age. They must have earned 72 university credit hours (equivalent to at least two years) in the areas of the social sciences, law, the humanities, and the exact sciences. (Students are encouraged to complete three years of university study before making application.) They must also possess a knowledge of English and French, and pass an entrance exam.

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[8] Ministerio de Relaciones Exteriores del Perú, *Academia Diplomática del Perú* (Lima, 1979), pp. 92-131.

A 0-20 grading scale with 11 as the lowest passing grade is used. The teaching staff is made up of university professors or professionals in the diplomatic service. The program of study is comprised of 48 courses including economics, history, international relations, law, national defense, and statistics. Comprehensive exams, oral and written, are administered at the end of each year. Graduates are awarded the professional title *Diplomático*. The student with the highest overall grade point average is awarded a scholarship to study abroad for one year.

Escuela Nacional de Ingeniería Técnica/ENIT (National Technical Engineering School), Av. Túpac Amarú, Lima.[9] Established by Convenio Perú-UNESCO in 1963, ENIT provides university level programs in engineering. Admission to the program requires that a student have completed secondary education or its equivalent, and successfully passed the admission exam.

The five-year undergraduate programs lead not to an academic degree but to a professional title. Programs offered, with corresponding titles, are the following: *Ingeniería Eléctrica* (electrical engr.), *Ingeniero Técnico en Ingeniería Eléctrica; Ingeniería Electrónica* (electronic engr.), *Ingeniero Técnico en Ingeniería Electrónica; Ingeniería Mecánica de Planta y Fuerza Motriz* (mechanical engr. with emphasis on plant maintenance and motors), *Ingeniero Técnico en Mecánica de Planta y Fuerza Motriz; Ingeniería Mecánica de Producción* (mechanical production engr.), *Ingeniero Técnico en Mecánico de Producción; Ingeniería Metalúrgica* (metallurgical engr.), *Ingeniero Técnico en Metalurgia; Ingeniería Química Industrial* (industrial chemical engr.), *Ingeniero Técnico en Química Industrial;* and *Ingeniería Textil* (textile engr.), *Ingeniero Técnico en Ingeniería Textil.*

Upon successful completion of the program of study, a student must register the professional title with the professional "college"/association. Once the title is registered, the holder may practice as a licensed engineer with the same rights and privileges as an engineer from a university.

AUTHOR'S NOTE: Section VIII, DECIMA SEGUNDA, of the new educational law (23384) states that ENIT, created in 1963 as a higher school, will continue to function as such.

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[9] Based upon interview with José Pérez, First Secretary, Political Department, Embassy of Peru, Washington, D.C., January 21, 1983; and Núñez, p. 210.

Chapter VIII

Guidelines and Placement Recommendations

New Educational Law

A new educational law, Decree Law 23384, was passed in Peru on May 18, 1982. This law, discussed in Chapter I and in Author's Notes referring to specific educational levels throughout the book, will replace the educational laws now in force. Admissions officers should carefully read the notes pointing out areas that will be affected by the law. They should also be aware that a special law pertaining only to the universities and postgraduate institutes is under consideration and will be promulgated in the future.

Peruvian Degrees and Qualifications

Most certificates, professional titles, and qualifications in Peru at the various levels indicate the sex of the holder as well as the field of study followed. The masculine terms usually ends in "o," the feminine in "a"; when the designation is used in a collective sense, the masculine form is used. For convenience, this tradition has been observed in this text.

Constancias, Constancias de egresado, **and *Certificados.*** A *constancia* is a Peruvian document attesting to a student's enrollment in the institution issuing the document. A *constancia* generally gives the date and length of enrollment, and the title received, if any; it will also show that a student left the program in good standing. All institutions may issue *constancias*, although universities seldom if ever do.

A *constancia de egresado* is a document issued only by universities; it signifies completion of the student's coursework but not the termination of an academic degree or professional title. It appears that in some instances students have presented these documents to employers in lieu of degrees and/or titles, for in 1976 the Consejo Nacional de la Universidad Peruana/CONUP (National Council of Peruvian Universities) issued a mandate stating that university rectors and directors of academic departments were not to sign *constancias de egresado*. As a result, since that time these documents usually have been signed by the president of the student's class or the class *padrino* (sponsor). However, occasionally rectors and directors still sign them, as may be seen in Document 9, Appendix A.

Certificados (certificates) are legal documents and may be issued by any educational institution at any level. The most common *certificado* issued by regular academic institutions is the *certificado de estudios* (transcript), usually issued at the end of each year and showing the courses taken and grades earned. These documents are issued from grade one through the university. Another type of *certificado* is a document that shows the level of professional attainment at which a person may work. The work *certificado* (or *certifica*) usually appears on the document, and it states the date and length of enrollment and the professional title awarded, if any. (See Document 5, Appendix A.) This type of document is most often issued by *centros educativos de calificación profesional extraordinaria*/CECAPEs (educational centers of outstanding professional qualifications), which are non-formal vocational training centers.

Professional Titles. A certificate which reflects that a person may work in the field as a professional generally bears the word *título* (title). In Peru, it is the professional title, not the academic degree, that allows a person to work as a professional in a specific field. The professional title issued by universities, which is either the *Licenciado* or a title specific to the profession, such as *Abogado* (lawyer) or *Ingeniero* (engineer), is never issued before the academic degree.[1] However, titles may be awarded by other types of institutions at any educational level. For this reason, admissions officers should be extremely careful to ascertain the educational level of the institution awarding the document because of similarities in nomenclature among the qualifications offered by institutions at different levels and of different types.

The qualifications most likely to cause confusion are issued by some universities, by the *institutos de educación técnica superior*/IETS (institutes of higher technical education), the Cycle II *escuelas superiores de educación profesional*/ESEPs (higher schools of professional education), and by various schools of the Instituto Nacional de Cultura (National Institute of Culture), all of which are tertiary institutions; by the Cycle I ESEPs and the technical secondary schools, both secondary level schools; and by the CECAPEs, non-formal vocational training centers. See Table 8.1 for a list of titles and one university degree with similar, and possibly confusing, nomenclature.

Some professions, such as law and engineering, require that a student register the professional title in the professional "college"/association and receive a registry number before being allowed to practice as a professional. For example, an engineering student receives a *carnet* (official card) encased in plastic which includes the following information concerning the student: professional registry number; date of registration; professional division; area of specialization; voting, military, and tax numbers; signatures of the student, and the Dean and the secretary of the professional "college"/association. (See Document 10, Appendix A.) Students in the health fields register with the Ministry of Education.

Completion Documents. U.S. admissions officers should request one of the following as proof of completion of secondary studies: 1) five certificates entitled *Certificado Oficial de Estudios de Educación Secundaria Común* (the final year

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[1] A "second" professional title, the *Especialista*, is discussed in Chapter V.

Table 8.1. **Peruvian Titles* with Similar Nomenclature at Different Educational Levels**

Titles*	**Institutions Awarding**						
	Univs.	**INC†**	**IETS**	**ESEPs Cycles II**	**ESEPs Cycles I**	**Tech. Sec. Sch.**	**CECAPEs**
Administrador (Administrator)	x						
Administrador de Empresas (Business Administrator)	x		x				
Bachiller en Administración de Empresas (professional title in Business Admin.)*	x						
Bachiller Profesional de Empresas (professional title in Business Admin.)			x				
Bachiller Profesional‡ (professional title)		x	x		x		
Contador (Accountant)			x				x
Contador Mercantil (Business Accountant)			x			x	x
Contador Público (Public Accountant)	x						
Especialista en . . . (Specialist in . . .)	x						
Especialista Profesional (professional specialist)				x			
Experto Profesional de Relaciones Públicas (Public Relations Expert)			x				

* All of these qualifications are professional titles except the one marked with an asterisk; it is an academic degree conferred by a university.

† Instituto Nacional de Cultura (National Institute of Culture).

‡ Note that strict alphabetization of the list has not been followed in order to place three similar but not exact awards together.

bears the words *quinto año* or the number 5°), from a general (*regular*) secondary school of the Traditional System; 2) five certificates entitled *Certificado Oficial de Estudios de Educación Técnica* (the final year bears the words *quinto año* or 5°, and all years bear the word *especialidad*), from a technical secondary school; or 3) a *Certificado Oficial de Estudios* from an ESEP, Cycle I (see Document 2). None of these three types of documents show a yearly grade average, a composite average for the five years, or the number of hours per week a class was offered.

Peruvian students applying to U.S. graduate schools should present the following tertiary level documents: 1) a *Certificado de Estudios* for each year of study; and 2) a copy of the academic degree, the *Bachiller*, and of the student's professional title (*título profesional*).

Validation Stamps. All secondary and tertiary documents should have the following stamps on the reverse side: 1) institutional stamp verifying that the document is accurate; 2) Ministerio de Educación (Ministry of Education) stamp authenticating the signature of the person signing the document; and 3) Ministerio de Relaciones Exteriores (Ministry of Foreign Relations) stamp verifying the signature from the Ministry of Education. (See Documents 6 and 7, Appendix A.)

Grading System

Secondary schools of the Traditional System and all tertiary institutions use a 0-20 grading system with 20 as the highest grade and 11 as the lowest passing grade. In some institutions or departments, no grade above 14 ever is awarded, while in others higher grades are not unusual. Marks of 17-18 are rare in all institutions, and 19-20 rarer still. Grade point averages of 18 or above are seldom attained.

In the ESEPs, the grading scale used is 0-100, with 70 as the minimum passing score. Some ESEPs tend to award 70 to as many as 90% of the students while other ESEPs award 70 to only 50% of the students. Grades of 90-100 are rare. (See Chapter III for a description of the ESEPs and also for the Author's Note concerning their role under the new educational law.)

Peruvian educators say that there is little uniformity in grading and that it is difficult to equate Peruvian grades with U.S. grades because of the variances in the grading systems within and among institutions. The lack of grading uniformity does not hamper a Peruvian student seeking admission to a tertiary level institution since admission is based on an entrance exam. Because U.S. colleges and universities use transcripts as a basis for admission, it is strongly recommended that students applying to U.S. colleges or universities at the undergraduate or graduate level be required to submit a statement of class rank by percentile from the academic program, especially if the student has an average of 13 or higher in secondary school or 14 or higher in a tertiary institution.

AUTHOR'S NOTE: According to Article 91 of the new educational law, the grading scale for the entire system will be 0-20.

Other Information

Institutions That Have Closed. When an educational institution in Peru closes, material concerning the program of studies becomes exceedingly difficult to obtain. Also, when an institution or a type of institution changes its name, records of the institution under the old name often are not kept. Even if a program of study changes within an institution, information concerning the operation of the program may not be kept as a matter of record.

Sources of Information. Much of the information in this volume, particularly in the appendices, was derived from the 1981 catalogues (when available) and from correspondence with officials of the individual universities. The other major sources for this information were publications from the Consejo Nacional de la Universidad Peruana/CONUP, the Comisión Nacional Interuniversitaria/CONAI, and the International Association of Universities' *International Handbook of Universities and Other Institutions of Higher Education*. Unfortunately, in some cases there are slight discrepancies in information concerning dates and programs.

Confusing Terminology. When the word *politécnico* occurs in the name of an institution, it indicates that more than one technical subject area is offered by that school.

It should also be noted that literature concerning a CECAPE, which is a non-formal vocational training center, may bear the words *escuela técnica superior;* this designation means that students must have completed nine years of education prior to enrolling in any program at this school. Such institutions should not be confused with *institutos de educación técnica superior*/IETS (institutes of higher technical education), which are postsecondary institutions.

Military Service. By Peruvian law, all young persons, male and female, must register for military service. By requiring each young person to submit a military card when applying to a tertiary institution, the government is sure that all students are registered.

A Peruvian national, who wishes to enroll in a military science course at a U.S. college or university, must ask the Department of Military Science to write to the Embassy of Peru in Washington, D.C., to obtain permission to enroll the student.

The Role of the National Council on the Evaluation of Foreign Educational Credentials

The placement recommendations that follow have been approved by the National Council on the Evaluation of Foreign Educational Credentials. In order that these recommendations may be of maximum use to admissions officers, the following information on the development of the terminology used in stating the recommendations, along with instructions for their use, is offered by the Council and the World Education Series Committee.

The recommendations deal with all levels of formal education in roughly chronological order up through the highest degree conferred. Recommendations, as developed through discussion and consensus in the Council, are not directives. Rather, they are general guidelines to help admissions officers determine the admissibility and appropriate level of placement of students from the country under study.

The recommendations should be applied flexibly rather than literally. Before applying the recommendations, admissions officers should read the supporting pages in the text and take into account their own institutional policies and practices. For example, a recommendation may be stated as follows: ". . . may be considered for up to 30 semester hours of transfer credit. . ." The implication is that the U.S. institution may consider giving less than or as much as one year of transfer credit, the decision to be based on various factors—the currentness of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, and the receiving institution's own policies regarding transfer credit. Similarly, the recommendation ". . . may be considered for freshman admission" indicates possible eligibility only; it is not a recommendation that the candidate be admitted. Although consideration for admission at the same level may be recommended for holders of two different kinds of diplomas, use of identical phrasing in the recommendation does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

In most cases, the Council will not have attempted to make judgments about the quality of individual schools or types of educational programs within the system under study. Quality clues are provided by the author and must be inferred from a careful reading of the text.

Certain phrases used repeatedly in the recommendations have acquired, within Council usage, specific meanings. For example, "through a course-by-course analysis" means that in dealing with transfer credit, each course taken at the foreign institution is to be judged on an individual basis for its transferability to the receiving institution. Another phrase "where technical training is considered appropriate preparation" suggests that the curriculum followed by the candidate is specialized, and this wording is often a hint that within the foreign system the candidate's educational placement options are limited to certain curriculums. However, while the Council is aware of the educational policies of the country under study, the Council's policies are not necessarily set in conformity with that country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education.

In voting on individual recommendations, Council decisions are made by simple majority. Although consistency among volumes is sought, some differences in philosophy and practice may occur from volume to volume.

Placement Recommendations

Educational Background of Students from Peru	Placement Recommendations for U.S. Admissions Officers
A. Secondary Credentials	
1. Completed part of a lower secondary program.	May be placed in a secondary school on a year-for-year basis.
2. Holds a *Certificado de Competencia de Auxiliar de Comercio* from a lower technical secondary school. (pp. 16-18)	May be placed in a secondary school on a year-for-year basis.
3. Holds a *Certificado Oficial de Estudios III Ciclo* from a 9-year *escuela básica* (p. 8); holds a *Certificado Oficial de Estudios de Educación Secundaria Común* (*tercer año*/third year) from a lower general (*regular*) secondary school (p. 8); a *Certificado de Competencia de . . . ,* a *Certificado de Competencia de Capaz Agropecuario*, or a *Certificado de Mecanógrafo-Taquígrafo* from a lower technical school. (p. 17)	May be placed in a secondary school in grade 10.
4. Holds a *Certificado de Auxiliar de Contabilidad* from a technical secondary school. (p. 17)	May be placed in a secondary school in grade 11.
5. Holds a *Bachiller Profesional* from an *escuela superior de educación profesional*/ESEP, Cycle I (grades 10-12). (p. 13)	May be considered for freshman admission.
6. Holds a *Certificado Oficial de Estudios de Educación Secundaria Común* (*quinto año*/fifth year) from a general (*regular*) secondary school. (pp. 15-16)	May be considered for freshman admission.
7. Holds a *Técnico* (pp. 17, 18), a *Técnico Agropecuario*, *Técnico de . . . , Técnico de Comercio*, *Contador Mercantil*, *Secretario Comercial*, or *Certificado Oficial de Estudios de Educación Técnica* (*quinto año*/fifth year) from a technical secondary school. (pp. 16-18)	May be considered for freshman admission where the secondary program followed is considered appropriate preparation.
B. Vocational/Technical	
NOTE: Students who have completed some coursework for any of the programs listed below may be considered for undergraduate admission with up to a maximum of 30 semester hours of transfer credit for each year, determined through a course-by-course analysis.	
1. *Institutos de educación técnica superior*/IETS Holds one of the following professional titles from a 3- or 4-year program: *Administrador de Empresas*, *Bachiller Profesional*, *Bachiller Profesional de*	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.

Empresas, Contador, Contador Mercantil, Experto Profesional de Relaciones Públicas. (pp. 19-20)	
2. *Escuelas superiores de educación profesional*/ESEPs (Cycle II)	
Holds the professional title *Especialista Profesional.* (pp. 21-22)	May be considered for undergraduate admission with transfer credit for the second and third years determined through a course-by-course analysis.
3. Non-Formal Technical Education	
a. *Centros educativos de calificación profesional extraordinaria*/CECAPEs, including those designated "*nacionales*" (public) and known as CENACAPEs, and those designated "*no estatales*" (private), CENECAPEs.	
Holds one of the following: *Certificado* and *Certifica* (short courses), *Certificado de Estudios de Práctica Básica, Certificado de Estudios de Práctica Avanzada, Certificado de Estudios Especializados,* or *Técnico (mando medio).* (pp. 23-24)	Primarily a vocational qualification; placement should be based on other credentials.
b. Servicio Nacional de Adiestramiento en Trabajo Industrial/SENATI	
Holds one of the following: *Certificado de Calificación Profesional Extraordinaria,* or *Certificado de Capacitación Básica.* (pp. 24-25)	Primarily a vocational qualification; placement should be based on other credentials.

C. Teacher Training

1. Holds the professional title *Normalista Rural.* (p. 29)	May be placed in secondary school on a year-for-year basis.
2. Holds the professional title *Normalista Urbana.* (p. 29)	May be considered for freshman admission with no advanced standing credit.
3. Holds the professional title *Bachiller Profesional* from an ESEP Cycle I program in education-art. (pp. 12, 68)	May be considered for freshman admission.
4. Holds the professional title *Bachiller Profesional* from an ESEP Cycle I program in education-basic. (pp. 12, 68)	May be considered for freshman admission with no advanced standing credit.

NOTE: Students who have completed some tertiary level coursework for any of the programs listed below may be considered for undergraduate admission with up to a maximum of 30 semester hours of transfer credit for each year, determined through a course-by-course analysis. When length of the program is cited, it refers to the standard length of the program when pursued fulltime. Actual period of attendance may vary.

5. Holds the professional title *Profesora especializada en Educación Pre-Escolar* (pp. 28, 31)	May be considered for freshman admission with no transfer credit.

6. Holds one of the following professional titles from a 4-year *escuela normal/escuela normal superior, instituto pedagógico*, or parallel center: *Licenciado en Educación* (pp. 28, 32) *Licenciado en Educación Inicial* (p. 30) *Licenciado en Educación Técnica* (pp. 28, 32) *Profesor de Educación Básica* (pp. 29, 32) *Profesor de Educación Física* (p. 28) *Profesor de Educación Inicial* (pp. 29, 30, 32) *Profesor de Educación Pre-Escolar* (pp. 28, 31) *Profesor de Educación Primaria* (pp. 28, 29) *Profesor de Educación Secundaria Común* (pp. 28, 29) *Profesor de Educación Secundaria Técnica* (pp. 28, 29)	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
7. Holds, after 4 years of university study, the academic degree *Bachiller en Educación.** (pp. 27, 31, 32)	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
8. Holds, after 4 years of university study, the professional title *Profesor de Educación Física* or *Profesor de Educación Física en . . .* (p. 36)	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
9. Holds, after 5 years of university study, one of the following academic degrees: *Bachiller en Educación** (pp. 30, 31-32, 34, 37) *Bachiller en Humanidades con mención en Educación* (pp. 31, 34)	May be considered for graduate admission.
10. Holds, after 5 or more years of university study, one of the following professional titles: *Educador Familiar* (p.37) *Licenciado en Educación* (pp. 27, 34) *Licenciado en Educación Básica con especialidad en . . .* (pp. 32-33) *Licenciado en Educación con mención en Artes Plásticas* (p. 37) *Licenciado en Educación Básica Regular* (p. 32)	May be considered for graduate admission with no graduate transfer credit.

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*For variations, see the text and Appendix D.

Licenciado en Educación con especialidad en Educación Inicial (p. 30)
Licenciado en Educación con mención en . . . (p. 27)
Licenciado en Educación con mención en Educación Física (p. 36)
Licenciado en Educación Física (p. 36)
Licenciado en Educación Inicial (pp. 27, 30)
Profesor de Educación Artística (p. 37)
Profesor de Educación Artística en la especialidad de . . . (p. 37)
Profesor de Educación Básica (p. 32)
Profesor de Educación Comercial (p. 35)
Profesor de Educación en la especialidad de . . . (p. 35)
Profesor de Educación en la especialidad de Educación Familiar (p. 37)
Profesor de Educación Pre-Escolar (p. 31)
Profesor de Educación Primaria (p. 34)
Profesor de Educación Secundaria (p. 34)
Profesor de Educación Secundaria Comercial (p. 35)
Profesor de Educación Secundaria Común (p. 34)
Profesor de Educación Secundaria Común en la especialidad de . . . (p. 34)
Profesor de Educación Secundaria con mención en . . . (p. 34)
Profesor de Educación Secundaria en la especialidad de . . . (p. 34)
Profesor de Educación Secundaria en la especialidad de Comercial (p. 35)
Profesor de Educación Secundaria Técnica en la especialidad de . . . (p. 35)
Profesor de Educación Técnica en la especialidad de Comercial (p. 35)

D. Universities

Undergraduate Credentials

NOTE: Students who have completed some coursework for any of the programs listed below may be considered for undergraduate admission with up to a maximum of 30 semester hours of transfer credit for each year, determined through a course-by-course analysis. When length of the program is cited, it refers to the standard length of the program when pursued fulltime. Actual period of attendance may vary.*

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*In Peru, the legal minimum period of attendance is 16 weeks.

1. Holds the academic degree *Bachiller en Estudios Generales: Ciencias* or a *Bachiller en Estudios Generales: Letras* from a university (completion of 2 years at the university). (pp. 41-42)	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
2. Holds the academic degree *Bachiller* (4-year program). (p. 41)	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.

Graduate Credentials

1. Holds the academic degree *Bachiller* (5-year program). (pp. 41-42)	May be considered for graduate admission.
2. Holds a *Licenciado* (or other professional title, e.g., *ingeniero*) from a university. (p. 42)	May be considered for graduate admission with no graduate transfer credit.
3. Holds the second professional title *Especialista* from a university. (pp. 45-46)	May be considered for graduate admission with graduate transfer credit determined through a course-by-course analysis. May approach and sometimes be comparable to a U.S. master's degree.
4. Holds one of the following academic degrees: *Maestro*, *Magister*, or *Magister Scientiae*. (pp. 46-47)	May be considered to have a degree comparable to a U.S. master's degree.
5. Holds the academic degree *Doctor*. (pp. 47-48)	
a. Prior to 1969	May be considered for graduate admission with graduate transfer credit based on an evaluation of the thesis.
b. 1969-Present	May be considered to have a graduate degree comparable to an earned doctorate in the same field in the U.S.A.

E. Health Fields

Note: Students who have only completed part of these programs may be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.

1. Dentistry (pp. 49-50)

a. Holds a certificate from an *Asistente Dental*, *Laboratorista Dental* I, or *Laboratorista Dental* II program.	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
b. Holds the academic degree *Bachiller en Odontología*, or *Bachiller en Ciencias con mención en Estomatología*.	May be considered for graduate admission.

c. Holds a professional title *Cirujano-Dentista,* or *Licenciado en Odontología.*	May be considered to have a first professional degree in the field; may be considered for graduate admission with no graduate transfer credit in the field of dentistry.
d. Holds a second professional title *Cirujano-Dentista, especialista en . . .*	May be considered to have completed a program of advanced specialization in the field of dentistry.
2. Medicine (pp. 50-51)	
a. Holds the academic degree *Bachiller en Medicina, Bachiller en Ciencias con mención en Medicina,* or the *Bachiller en Medicina Humana.*	May be considered for graduate admission in the field of medicine.
b. Holds the professional title *Médico-Cirujano.*	May be considered to have a first professional degree in the field of medicine; may be considered for graduate admission with no graduate transfer credit.
c. Holds the second professional title *Médico-Cirujano, especialista en . . . ,* or *Médico-Cirujano, especialista con mención en . . . .*	May be considered to have completed a degree program of advanced specialization in the field of medicine.
d. Holds the academic degree *Doctor en Medicina.*	May be considered to have completed advanced specialized study and research in the field of medicine.
3. Nursing (pp. 51-52)	
a. Holds a 4-year professional title *Enfermero* from a school of nursing.	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
b. Holds a 4-year academic degree *Bachiller en Enfermería* from a university.	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
c. Holds the 5-year academic degree *Bachiller en Enfermería* from a university.	May be considered for graduate admission.
d. Holds the 5-year professional title *Enfermero* or the *Licenciado en Enfermería.*	May be considered for graduate admission with no graduate transfer credit.
4. Obstetrics (pp. 52-53)	
a. Holds the 4-year academic degree *Bachiller en Obstetricia.*	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
b. Holds the 4-year professional title *Obstetríz/Obstetra.*	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.

c. Holds the 5-year academic degree *Bachiller en Obstetricia, Bachiller en Ciencias-Obstetricia*, or *Bachiller en Obstetricia y Puericultura*.	May be considered for graduate admission.
d. Holds the 5-year professional title *Obstetríz/Obstetra, Licenciado en Obstetricia*, or *Licenciado en Obstetricia y Puericultura*.	May be considered for graduate admission with no graduate transfer credit.
5. Pharmacy (p. 53)	
a. Holds the academic degree *Bachiller en Farmacia* or *Bachiller en Farmacia y Bioquímica*.	May be considered for graduate admission.
b. Holds the professional title *Químico-Farmacéutico*.	May be considered to have the first professional degree in the field of pharmacy; may be considered for graduate admission with no graduate transfer credit.
6. Public Health (pp. 53-54)	
a. Holds the *Certificado de Asistencia*.	May be considered for graduate admission based on prior qualifications with possible graduate transfer credit based on a course-by-course analysis.
b. Holds the academic degree *Magister en Salud Pública*.	May be considered to have a degree comparable to a master's in public health from a U.S. institution.
7. Veterinary Medicine (p. 54)	
a. Holds the academic degree *Bachiller en Medicina Veterinaria*, or *Bachiller en Medicina Veterinaria y Zootecnia*.	May be considered for graduate admission.
b. Holds the professional title *Licenciado en Medicina Veterinaria, Médico Veterinario*, or *Médico Veterinario y Zootecnista*.	May be considered to have a first professional title in the field of veterinary medicine; may be considered for graduate admission with no graduate transfer credit.

F. Other Specialized Education

1. Ecclesiastical Education	
a. Holds a *Certificado* (p. 58) or a *Certificado en Educación Cristiana* (p. 57) from a 2- or 3-year program in a Protestant *seminario*.	Primarily a vocational qualification; placement should be based on other credentials.
b. Holds a *Certificado en Teología*, a *Diploma en Teología*, or a *Bachiller en Teología* from a 4-year program in a Protestant *seminario*. (p. 57)	Primarily a vocational qualification; placement should be based on other credentials.
c. Completed a 6-year program at a Roman Catholic *seminario*. (pp. 58-59)	May be considered for graduate admission with no graduate transfer credit.

d. Holds from La Facultad de Teología Pontificia y Civil de Lima (pp. 59-60) one of the following:	
Diploma de Teología from a 6-year program	May be considered for graduate admission with no graduate transfer credit.
Bachiller en Teología Sistemática	May be considered to have a degree comparable to a U.S. master's degree in theology.
Bachiller en Teología Pastoral	May be considered to have a degree comparable to a U.S. Master of Divinity.
Licenciado en Teología especialidad "Evangelización en América Latina"	May be considered to have a degree comparable to a U.S. Licenciate in Theology.
Doctor en Teología	May be considered to have a degree comparable to a U.S. doctorate in theology.

2. Education in the Arts

a. Holds a *Certificado de Idoneidad Profesional* (p. 61) or *Certificado de Formación Temprana*. (p. 61)	Primarily a vocational qualification; placement should be based on other credentials.
b. Holds one of the following from one of the 25 schools of the Instituto Nacional de Cultura: *Bachiller Profesional* (p. 60), *Bachiller Profesional con mención en Escultura*, *Bachiller Profesional con mención en Grabado*, or *Bachiller Profesional con mención en Pintura* (p. 61); *Certificado de Pintura*, *Certificado de Grabado*, or *Certificado de Escultura* (p. 61); or *Bachiller en Música*. (p. 62)	May be considered for undergraduate admission with transfer credit determined as for students from U.S. schools of fine, applied, and performing arts.
c. Holds a *Magister en Música*. (p. 62)	May be considered for undergraduate admission with transfer credit determined as for students from U.S. schools of music.

3. Military Education

a. Holds the rank of *Sub-Oficial de Ejército* (p. 63); or received the military occupational specialty *Oficial de Mar Tercero* (p. 63), or the specialty *Sub-Oficial de Tercera* FAP. (p. 64)	Primarily a vocational/technical qualification; admission should be based on other credentials. May be considered for limited undergraduate transfer credit if analysis of records and syllabus so warrants.
b. Holds the rank of *Alférez de . . .* (p. 63); or *Alférez de Fragata de Comando General*, *Alférez de Fragata del Cuerpo de Infantería de Marina*, or *Alférez de Fragata de Administración*	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.

(p. 63); or *Alférez de la Reserva Naval del Perú* with occupational specialty of *Tercer Ingeniero de la Marina Mercante*, or of *Tercer Piloto de la Marina Mercante* (p. 63); or *Sub-Teniente* (p. 64).	
c. Completed advanced officer training from Escuela Superior de Guerra, Escuela Naval de Guerra (p. 63), Escuela Superior de Guerra Aérea (p. 64), or Centro de Altos Estudios Militares (p. 64), and received a diploma.	May be considered to have completed a program of specialization in military science.

Appendix A

No. 1. *Bachiller Profesional* (in health-nursing) from an ESEP, Cycle I.

No. 2a. *Certificado Oficial de Estudios* from an ESEP.

No. 2b. Reverse side of 2a.

No. 3. *Certificado Oficial de Estudios de Educación Secundaria Común* from general (*regular*) secondary school.

No. 4. *Certificado Oficial de Estudios de Educación Técnica,* technical secondary school.

No. 5a. *Certifica* from a CENECAPE, private vocational school.

No. 5b. Reverse side of 5a.

No. 6a. *Bachiller* from a university.

No. 6b. Reverse side of 6a.

No. 7a. *Título Profesional* from a university.

No. 7b. Reverse side of 7a.

No. 8a. *Certificado de Estudios* (transcript), university engineering program.

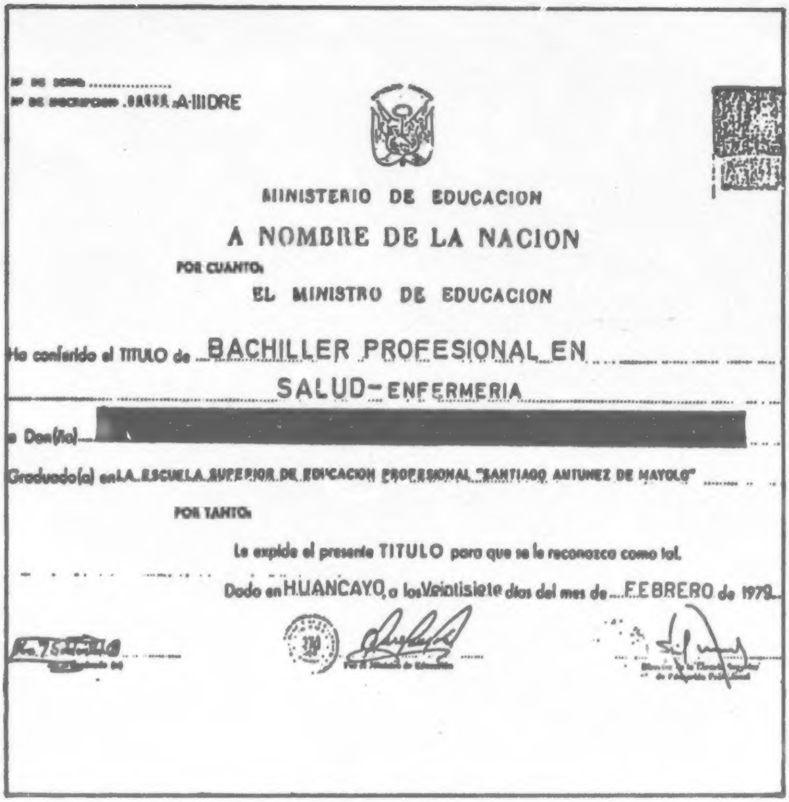
No. 8b. Reverse side of 8a.

No. 9. *Constancia de Egresado,* Universidad de Lima.

No. 10 a & b. *Carnet* of the Colegio de Ingenieros del Perú.

Appendix A

Documents



Nº DE SERIE ....
Nº DE INSCRIPCION [illegible] A-IIIDRE

MINISTERIO DE EDUCACION

A NOMBRE DE LA NACION

POR CUANTO:

EL MINISTRO DE EDUCACION

Ha conferido el TITULO de BACHILLER PROFESIONAL EN SALUD-ENFERMERIA

a Don(ña) [redacted]

Graduado(a) en LA ESCUELA SUPERIOR DE EDUCACION PROFESIONAL "SANTIAGO ANTUNEZ DE MAYOLO"

POR TANTO:

Le expide el presente TITULO para que se le reconozca como tal.

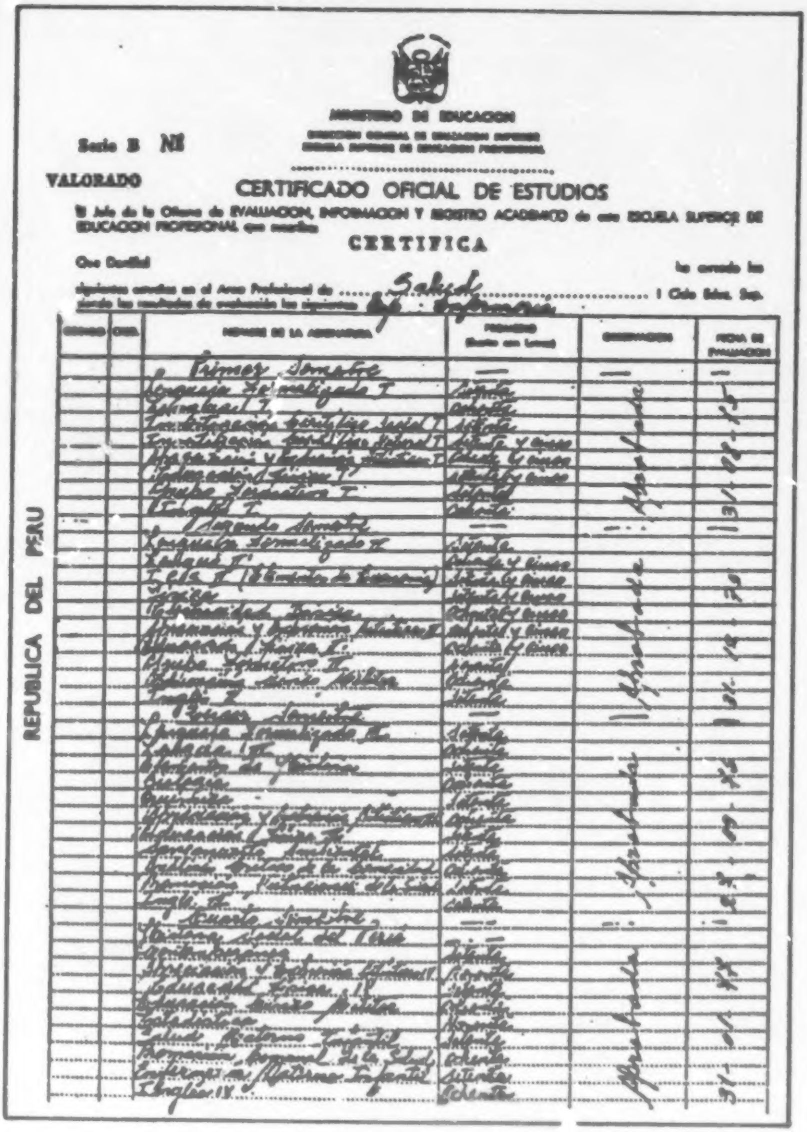
Dado en HUANCAYO a los Veintisiete dias del mes de FEBRERO de 1979.

[illegible] Graduado (a)

Por el Ministro de Educación

Director de la Escuela Superior de Educación Profesional

No. 1. *Bachiller Profesional* (in health-nursing) from an ESEP, Cycle I.



MINISTERIO DE EDUCACION

Serie B Nº

VALORADO

CERTIFICADO OFICIAL DE ESTUDIOS

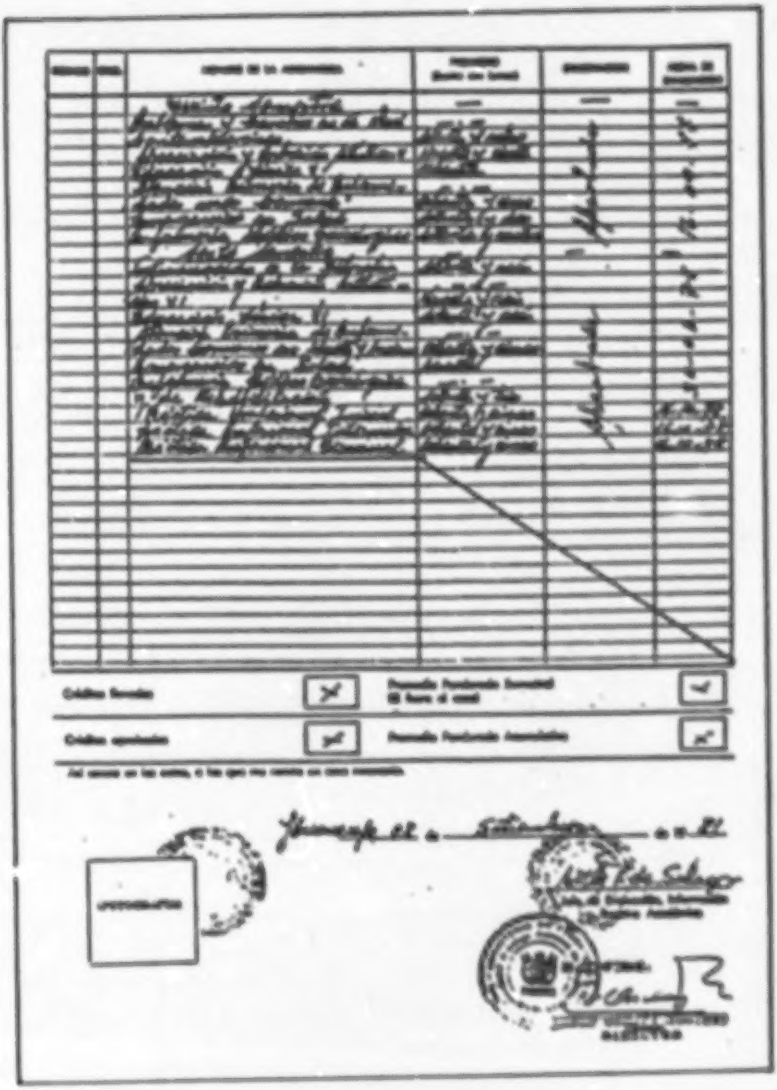
CERTIFICA

Salud

REPUBLICA DEL PERU

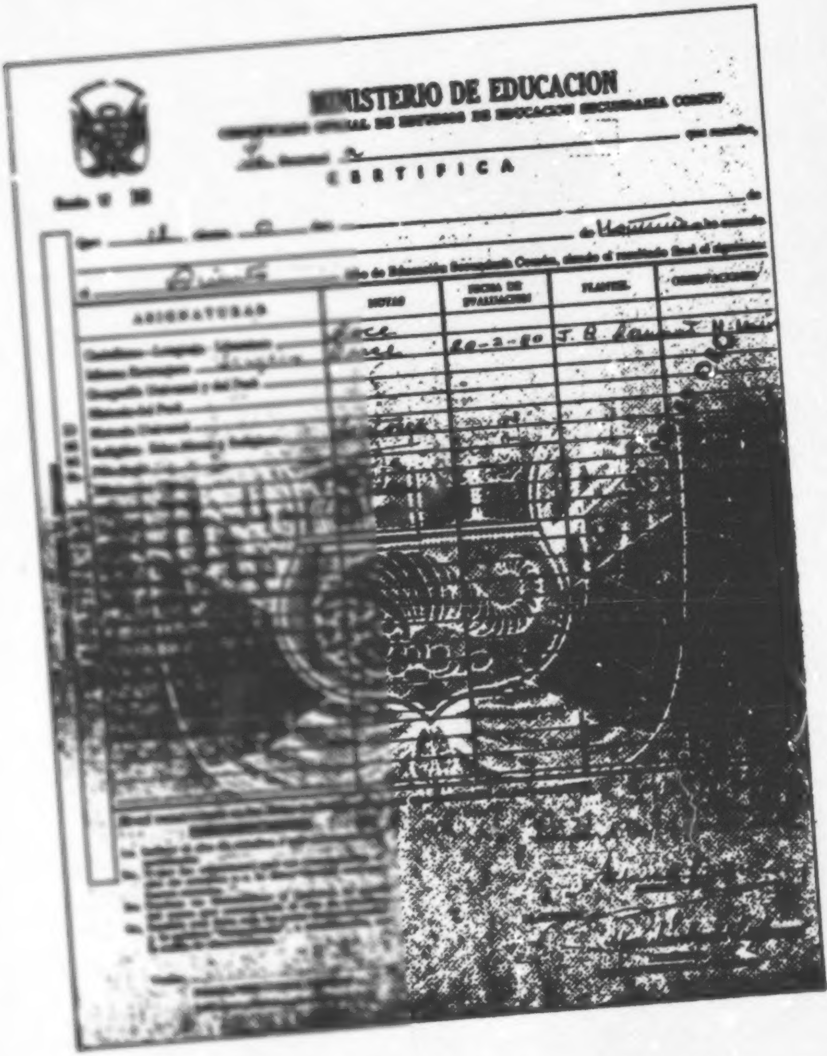
No. 2a. *Certificado Oficial de Estudios* (from an ESEP.

BEST COPY AVAILABLE



No. 2b. Reverse side of 2a.

BEST COPY AVAILABLE



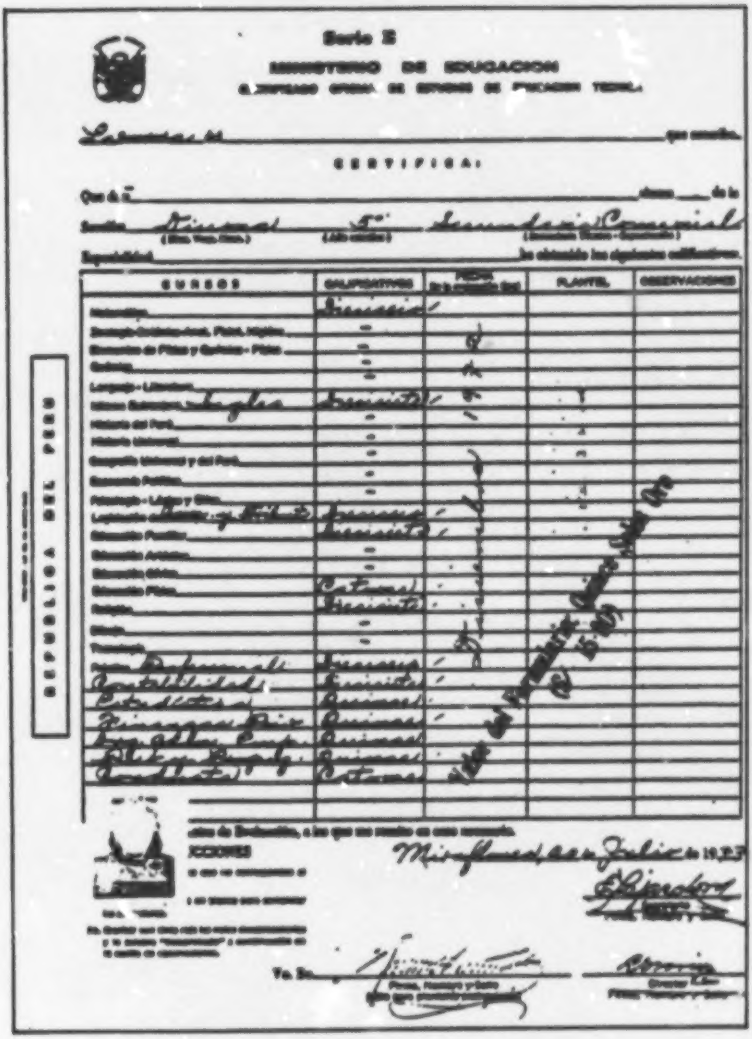
MINISTERIO DE EDUCACION

C E R T I F I C A

ASIGNATURAS	NOTAS	FECHA DE EVALUACION	PLANTEL	OBSERVACIONES
		20-2-80		

No. 3. *Certificado Oficial de Estudios de Eduración Secundaria Común* from general (regular) secondary school. Note *quinto* in third line; this indicates it is the transcript for the last year of study.

BEST COPY AVAILABLE



Serie E

MINISTERIO DE EDUCACION

CERTIFICA:

CURSOS

CALIFICATIVOS

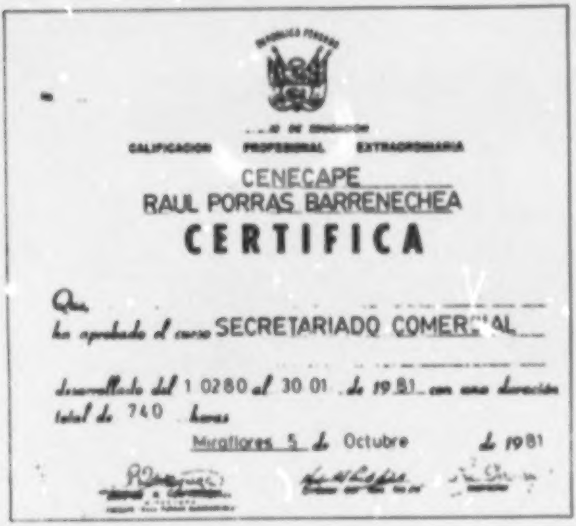
PLANTEL

OBSERVACIONES

REPUBLICA DEL PERU

No. 4. *Certificado Oficial de Estudios de Educación Técnica,* technical secondary school.

BEST COPY AVAILABLE



...IO DE EDUCACION

CALIFICACION PROFESIONAL EXTRAORDINARIA

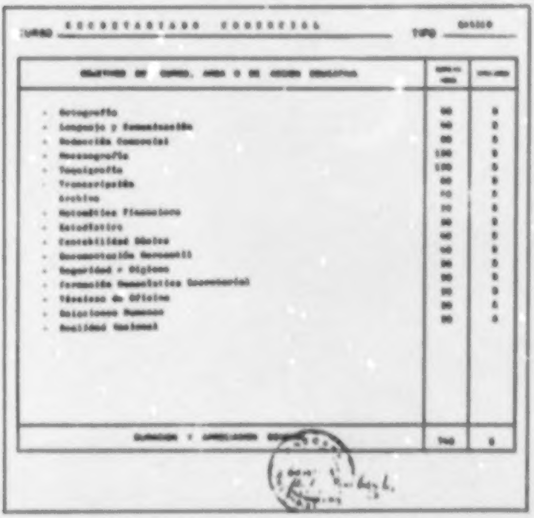
CENECAPE
RAUL PORRAS BARRENECHEA

CERTIFICA

Que,
ha aprobado el curso SECRETARIADO COMERCIAL
desarrollado del 1 02 80 al 30 01 de 1981 con una duración total de 740 horas

Miraflores 5 de Octubre de 1981

No. 5a. *Certifica* from a CENECAPE, private vocational school.

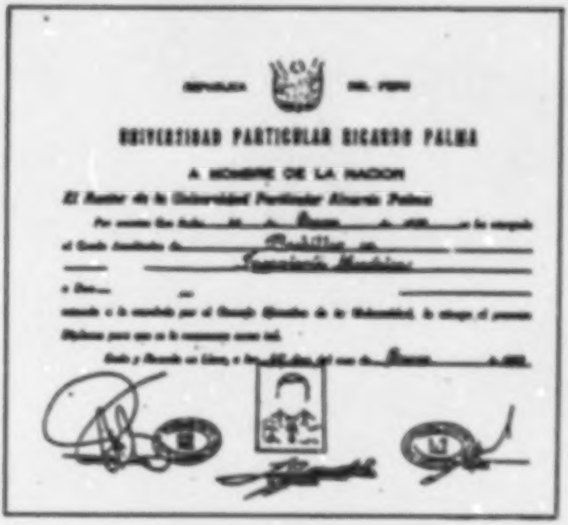


CURSO SECRETARIADO COMERCIAL TIPO

740

No. 5b. Reverse side of 5a.

BEST COPY AVAILABLE



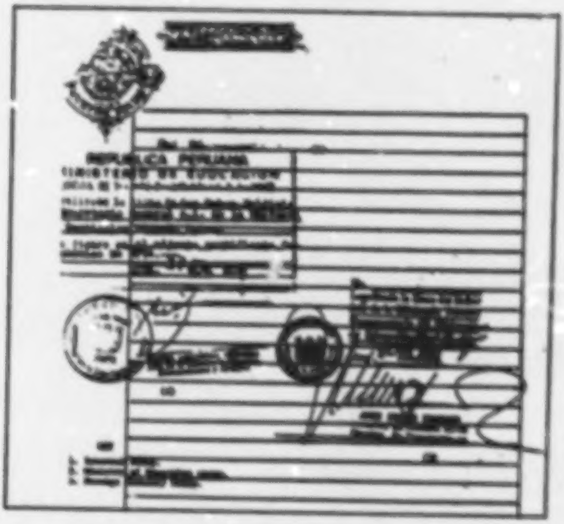
REPUBLICA DEL PERU

UNIVERSIDAD PARTICULAR RICARDO PALMA

A NOMBRE DE LA NACION

El Rector de la Universidad Particular Ricardo Palma

No. 6a. *Bachiller from a university.*



REPUBLICA PERUANA

MINISTERIO DE EDUCACION

No. 6b. Reverse side of 6a.

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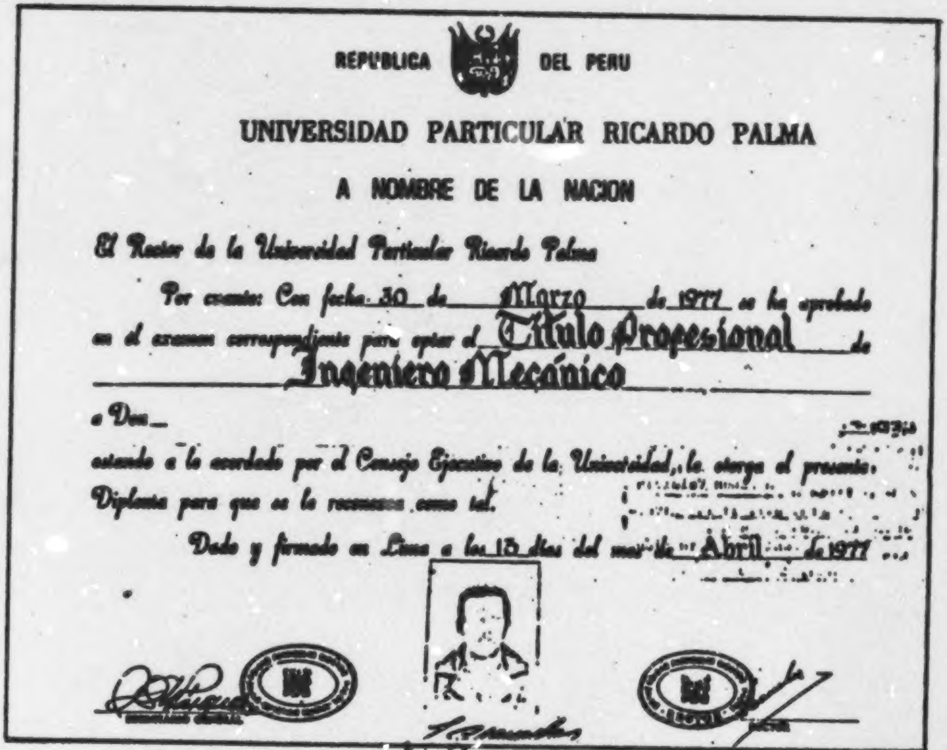


REPUBLICA DEL PERU

UNIVERSIDAD PARTICULAR RICARDO PALMA

A NOMBRE DE LA NACION

El Rector de la Universidad Particular Ricardo Palma

Por cuanto: Con fecha 30 *de* Marzo *de* 1977 *se ha aprobado en el examen correspondiente para optar el* Título Profesional *de* Ingeniero Mecánico

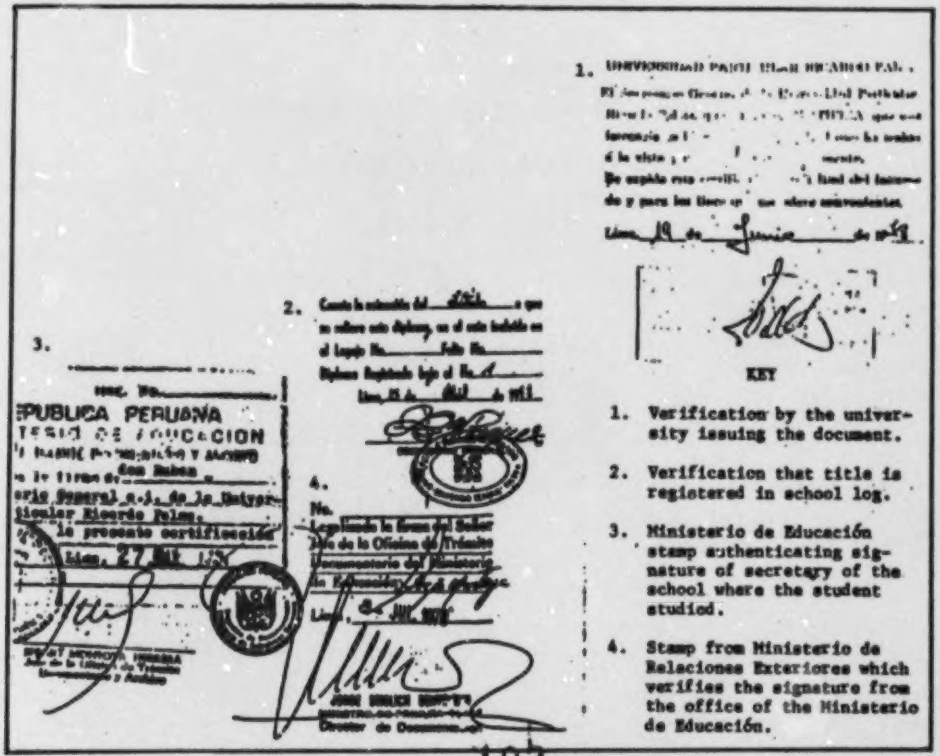
a Don

estando a lo acordado por el Consejo Ejecutivo de la Universidad, le otorga el presente Diploma para que se le reconozca como tal.

Dado y firmado en Lima a los 13 *días del mes de* Abril *de* 1977

BEST COPY AVAILABLE

No. 7b. Reverse side of 7a.



1.

Lima 19 de Junio de 19

KEY

3.

EPUBLICA PERUANA

CION

2.

Lima

4.

No.

Lima, JUL. 197

Director de

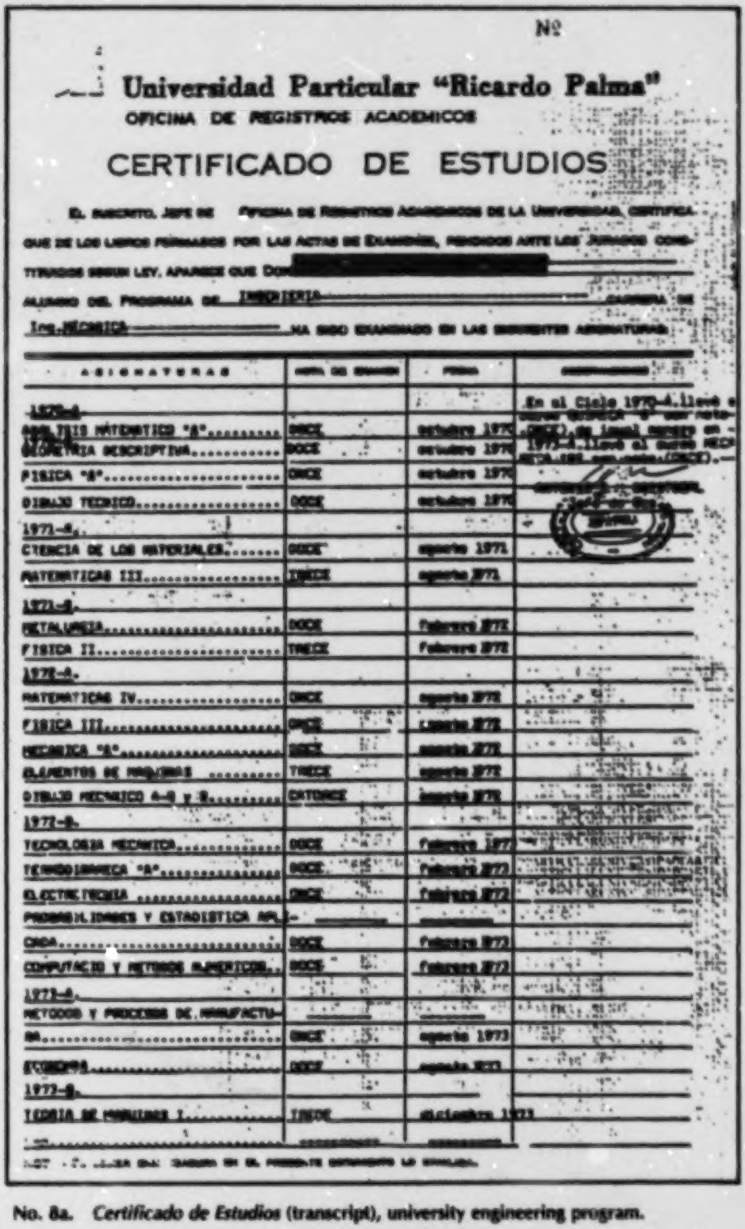
1. Verification by the university issuing the document.

2. Verification that title is registered in school log.

3. Ministerio de Educación stamp authenticating signature of secretary of the school where the student studied.

4. Stamp from Ministerio de Relaciones Exteriores which verifies the signature from the office of the Ministerio de Educación.

BEST COPY AVAILABLE



Nº

Universidad Particular "Ricardo Palma"

OFICINA DE REGISTROS ACADEMICOS

CERTIFICADO DE ESTUDIOS

El suscrito, Jefe de Oficina de Registros Académicos de la Universidad, certifica que de los libros formados por las Actas de Exámenes, rendidos ante los Jurados constituidos según ley, aparece que Don [redacted] alumno del Programa de INGENIERIA carrera de Ing. MECANICA ha sido examinado en las siguientes asignaturas:

ASIGNATURAS	NOTA DE EXAMEN	FECHA	[illegible]
1970-A			En el Ciclo 1970-A llevó e [illegible] (ONCE), de igual manera en 1973-A llevó el curso [illegible] ACTA [illegible] (DOCE).—
ANALISIS MATEMATICO "A"	ONCE	octubre 1970	
GEOMETRIA DESCRIPTIVA	DOCE	octubre 1970	
FISICA "A"	ONCE	octubre 1970	
DIBUJO TECNICO	DOCE	octubre 1970	
1971-A			
CIENCIA DE LOS MATERIALES	DOCE	agosto 1971	
MATEMATICAS III	TRECE	agosto 1971	
1971-B			
METALURGIA	DOCE	febrero 1972	
FISICA II	TRECE	febrero 1972	
1972-A			
MATEMATICAS IV	ONCE	agosto 1972	
FISICA III	ONCE	agosto 1972	
MECANICA "A"	DOCE	agosto 1972	
ELEMENTOS DE MAQUINAS	TRECE	agosto 1972	
DIBUJO MECANICO A-B y B	CATORCE	agosto 1972	
1972-B			
TECNOLOGIA MECANICA	DOCE	febrero 1973	
TERMODINAMICA "A"	DOCE	febrero 1973	
ELECTROTECNIA	ONCE	febrero 1973	
PROBABILIDADES Y ESTADISTICA APLICADA	DOCE	febrero 1973	
COMPUTACION Y METODOS NUMERICOS	DOCE	febrero 1973	
1973-A			
METODOS Y PROCESOS DE MANUFACTURA	ONCE	agosto 1973	
ECONOMIA	DOCE	agosto 1973	
1973-B			
TEORIA DE MAQUINAS I	TRECE	diciembre 1973	

[illegible] enmendadura en el presente documento lo anula.

No. 8a. *Certificado de Estudios* (transcript), university engineering program.

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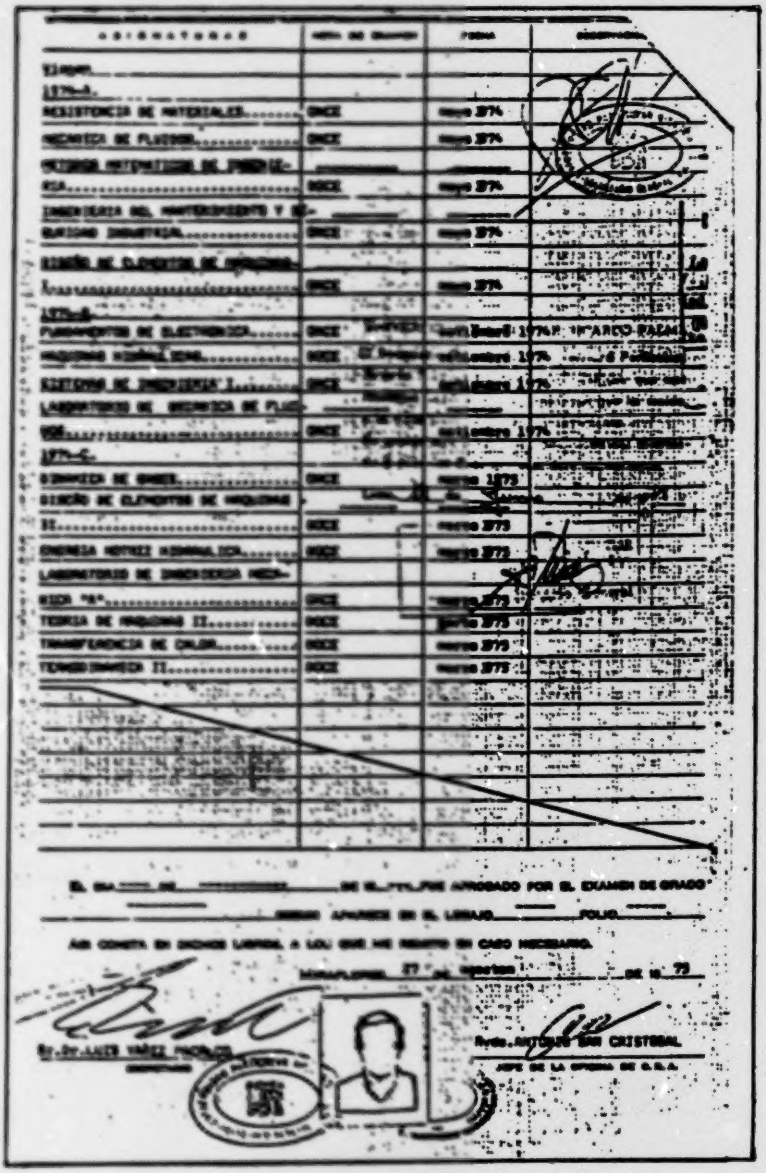

ASIGNATURAS	[illegible]	FECHA	OBSERVACIONES
[illegible]			
1974-A.			
RESISTENCIA DE MATERIALES	ONCE	mayo 1974	
MECANICA DE FLUIDOS	ONCE	mayo 1974	
METODOS MATEMATICOS DE INGENIERIA	DOCE	mayo 1974	
INGENIERIA DEL MANTENIMIENTO Y SEGURIDAD INDUSTRIAL	ONCE	mayo 1974	
DISEÑO DE ELEMENTOS DE MAQUINAS I	ONCE	mayo 1974	
1974-B.			
FUNDAMENTOS DE ELECTRONICA	ONCE	setiembre 1974	[illegible]
MAQUINAS HIDRAULICAS	DOCE	setiembre 1974	[illegible]
SISTEMAS DE INGENIERIA I	ONCE	setiembre 1974	[illegible]
LABORATORIO DE MECANICA DE FLUIDOS	ONCE	setiembre 1974	[illegible]
1975-C.			
DINAMICA DE GASES	ONCE	marzo 1975	
DISEÑO DE ELEMENTOS DE MAQUINAS II	DOCE	marzo 1975	
ENERGIA MOTRIZ HIDRAULICA	DOCE	marzo 1975	
LABORATORIO DE INGENIERIA MECANICA "B"	ONCE	marzo 1975	
TEORIA DE MAQUINAS II	DOCE	marzo 1975	
TRANSFERENCIA DE CALOR	DOCE	marzo 1975	
TERMODINAMICA II	DOCE	marzo 1975	

EL DIA ____ DE ____ DE 19__ FUE APROBADO POR EL EXAMEN DE GRADO ____ SEGUN APARECE EN EL LEGAJO ____ FOLIO ____

ASI CONSTA EN DICHOS LIBROS, A LOS QUE ME REMITO EN CASO NECESARIO.

MIRAFLORES, 27 de agosto de 19 75

Sr. Dr. LUIS [illegible]
SECRETARIO

Rvdo. ANTONIO SAN CRISTOBAL
JEFE DE LA OFICINA DE [illegible]

No. 8b. Reverse side of 8a.

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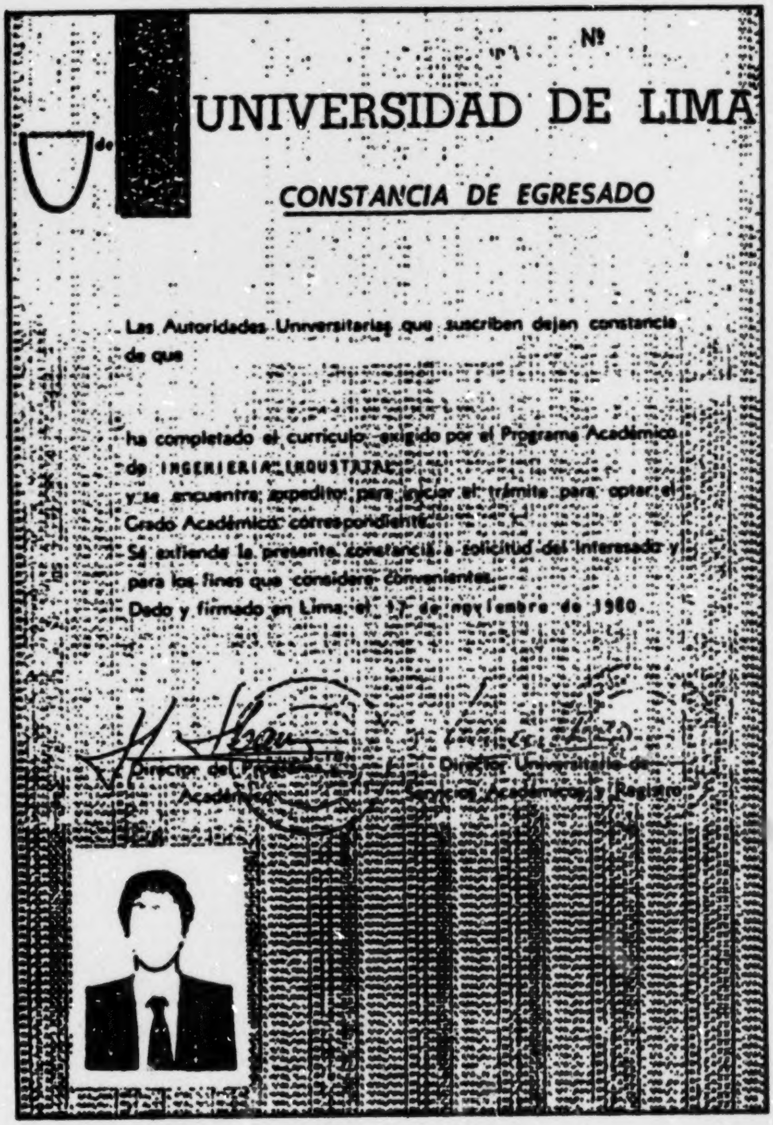


Nº

UNIVERSIDAD DE LIMA

CONSTANCIA DE EGRESADO

Las Autoridades Universitarias que suscriben dejan constancia de que

ha completado el currículo exigido por el Programa Académico de INGENIERIA INDUSTRIAL y se encuentra expedito para iniciar el trámite para optar el Grado Académico correspondiente.

Se extiende la presente constancia a solicitud del interesado y para los fines que considere convenientes.

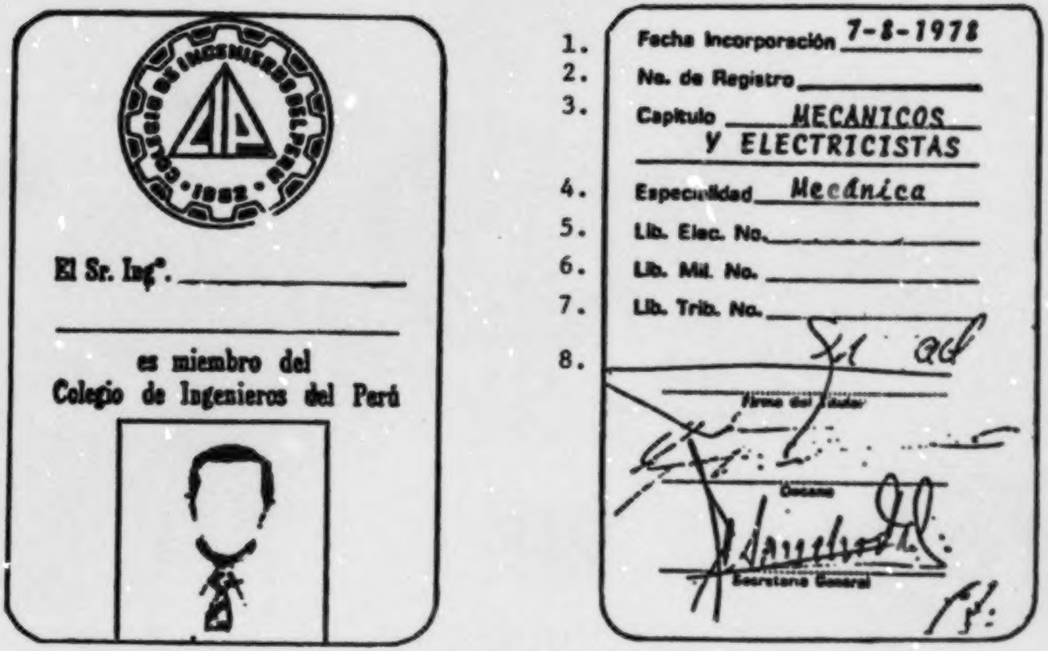
Dado y firmado en Lima, el 17 de noviembre de 1980.

Director del Programa Académico

Director Universitario de Servicios Académicos y Registro

No. 9. *Constancia de Egresado,* Universidad de Lima.

BEST COPY AVAILABLE



El Sr. Ing°. ____________

es miembro del
Colegio de Ingenieros del Perú

1. Facha Incorporación 7-8-1978
2. No. de Registro ____________
3. Capitulo MECANICOS Y ELECTRICISTAS
4. Especialidad Mecánica
5. Lib. Elec. No. ____________
6. Lib. Mil. No. ____________
7. Lib. Trib. No. ____________
8.

Firma del Titular

Decano

Secretario General

No. 10 a & b. Carnet of the Colegio de Ingenieros del Perú. KEY: 1) date; 2) professional registry number; 3) division; 4) specialty; 5) voting number; 6) military number; 7) tax number; 8) signatures.

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Appendix B

Institutos de Educación Técnica Superior/IETS and Courses of Study, 1976

Colegio Superior Regional de Tarma, Tarma—Agriculture & Livestock, Business Administration, Mechanics & Electricity, Production Technology.
Escuela de Peritos Agrícolas de Urubamba, Cuzco—Business Administration.
Escuela Nacional de Bibliotecarios, Lima—Library Science.
Escuela Tecnológica de Administración/ETA, Lima—Business Administration.
*Escuela Tecnológica de Administración de Empresas "San Juan," Piura—Acc.-Econ., Bus. Admin.
Escuela Tecnológica de Administración de Empresas "San Juan," Sullana—Bus. Admin.
Instituto Libre de Periodismo "Jaime Bausate Meza," Lima—Journalism.
Instituto Nacional Agrario de Chincha, Chincha—Agr. & Livestock, Bus. Admin.
*Instituto Nacional de Cosmetología, Lima—Cosmetology.
*Instituto Nacional de Decoración de Interiores y Alta Costura, Lima—Interior Design.
Instituto Superior "Argentina," Lima—Business Administration.
Instituto Superior de Administración de Empresas y Negocios, Lima—Bus. Admin.
Instituto Superior de Administración y Tecnología/ISAT, Lima—Bus. Admin.
Instituto Superior de Ciencias Administrativas, Lima—Bus. Admin.
*Instituto Superior de Ciencias Tecnológicas, Arequipa—Acc.-Econ., Agr. & Livestock, Bus. Admin., Tourism, Vet. Sci., Applied Zoology & Cattle Raising.
Instituto Superior de Periodismo y Relaciones Públicas "Carlos E. Uceda Meza," Trujillo—Journalism, Public & Industrial Relations.
Instituto Técnico de Administración de Empresas/ITAE, Lima—Bus. Admin., Public & Industrial Relations.
*Instituto Técnico Particular de Ciencias Tecnológicas, Lima—Agr. & Livestock.
Instituto Técnico Superior, Andahuaylas—Agr. & Livestock, Bus. Admin.
*Instituto Superior Técnico, Apurimac—Agr. & Livestock, Bus. Admin.
*Instituto Técnico Superior "Alejandro O. Deustua," Huancayo—Accounting-Econ.; Executive, Bilingual Secretarial Sci.; Industrial Relations.
Instituto Técnico Superior "Cosmos," Piura—Bus. Admin.
Instituto Técnico Superior de Periodismo "Jaime Bausate y Meza," Huancayo—Journalism.
Instituto Técnico Superior "Mariscal Caceres," Huancayo—Bus. Admin., Social Work.
*Instituto Técnico Superior Particular de Administración de Empresas, Arequipa—Bus. Admin.
Instituto Técnico Superior Particular de Administración de Negocios y Mercadotecnia, Lima—Bus. Admin.
*Instituto Técnico Superior Particular de Relaciones Públicas e Industriales, Chiclayo—Public & Industrial Relations.
*Instituto Técnico Superior Particular de Trujillo, Trujillo—Accounting-Econ., Interior Design, Nutrition, Public & Industrial Relations, Social Work.
*Instituto Técnico Superior Particular "Montemar," Lima—Bus. Admin., Graphic Design.
Instituto Técnico Superior Particular "Pedro Ruiz Gallo," Lima—Bus. Admin.
*Instituto Tecnológico Cooperativo "Chan Chan," Trujillo—Agr. & Livestock, Construc. Tech., Electricity, Mechanics & Electric., Nutri., Physical Ther. & Rehab.

NOTE: For a discussion of IETS in dramatic art, education, fine arts, music, nursing, and physical education, see the appropriate chapters.

*IETS operating in 1981.

Appendix C

ESEPs Offering Teacher Training in *Educación Básica,* 1981

Escuela Superior de Educación Profesional/ESEP "Almirante Miguel Gráu," Piura.
ESEP "Cap. FAP José Abelardo Quiñones," Tumbes.
ESEP "Catalina Buendía de Pecho," Ica.
ESEP de Abancay, Abancay.
ESEP de Chachapoyas, Chachapoyas.
ESEP de Chincha, Chincha.
ESEP de Pacasmayo. Pacasmayo.
ESEP de Pasco, Pasco.
ESEP de Tambopata, Tambopata.
ESEP de Trujillo, Trujillo.
ESEP de Urubamba, Urubamba.
ESEP "Eleazar Guzmán Barrón," Huaraz.
ESEP "Elias Aguirre," Chiclayo.
ESEP "Ernest Middendorf," Lima.
ESEP "General Ildefonso Coloma," Sullana.
ESEP "José Antonio Encinas," Puno.
ESEP "José Carlos Mariategui," Moquegua.
ESEP "José María Arguedas" de Andahuaylas, Andahuaylas.
ESEP "Manuel Núñez Butrón," Juliaca.
ESEP "Nor Oriental de la Selva," Tarapoto.
ESEP Particular "Gregorio Mendel" de Chuquibambilla, Chuquibambilla.
ESEP "Pedro del Aguila Hidalgo," Iquitos.
ESEP "Pedro Ortiz Montoya," Celendín.
ESEP "Pedro P. Díaz," Arequipa.
ESEP San Pedro de Lloc (ESEP de Pacasmayo), San Pedro de Lloc.*
ESEP "Santa Magdalena Sofia Barat," Monterrico.
ESEP "Santiago Antúñez de Mayolo," Palián.
ESEP "Victor Alvarez Huapaya," Ayacucho.
ESEP "4 de Junio de 1821," Jaén.

SOURCE: Information supplied by the Ministry of Education.
*Another name by which the school is known is given in parentheses.

Appendix D

Peruvian Universities

Undergraduate and graduate programs at public (*nacional*) and private (*particular*) universities are alphabetized in English, followed by the degree and the professional title awarded at the specific universities. The Spanish name of the degree(s) is given in the program heading, with the field of specialization noted in the listing below. Where the degree named in the heading differs from the degree awarded in the program, the full degree for that program is named. The professional title is listed in boldface because the nomenclature may vary. The number of semesters required to obtain the professional title is given when it varies from the usual 10 semesters required for most undergraduate programs. *Especialista* and master's programs are at least 4 semesters in length; doctoral programs, 4-6 semesters. The following abbreviations have been used: Universidad Nacional = UN; Universidad Particular = UP; NA = not available.

*Escuela de Administración de Negocios para Graduados/ESAN (Graduate School of Business), Lima. Estd. 1963 as private postgraduate center for professional training of business executives.
Master's Program/Degree Awarded—*Magister*/4 quarters.

*La Facultad de Teología Pontificia y Civil de Lima, Lima. Estd. 1551. Degrees and titles awarded by La Facultad have same recognition as those awarded by Peruvian universities.
Academic Programs/Degree Awarded—*Bachiller en* . . . Pastoral Theology/*Teología Pastoral*, or Systematic Theology/*Teología Sistemática*/7 yrs.
Program for Professional Title: Pastoral Theology or Systematic Theology/***Licenciado en Teología especialidad "Evangelización en América Latina"***/2 yrs (following 7-yr degree).
Doctoral Program/Degree Awarded—*Doctor en* . . . Theology/*Teología*.

Pontificia Universidad Católica del Perú, Jr. Camaná 459. Apdo. 1761, Lima. Estd. 1917. Enrollment (1982): 7,917. Libraries: Central Library, 200,000 volumes; Research Institute Library, 210,000 vols.
Undergraduate Programs/Degree Awarded—*Bachiller en* . . ./**Professional Title**/Length:
Accounting/*Contabilidad*/***Contador Público***.
Anthropology/*Ciencias Sociales*/***Licenciado en Antropología***.
Business Administration/*Administración de Empresas*/***Administrador de Empresas***.
Chemistry/*Ciencias con mención en Química*/***Licenciado en Química***.
Developmental Economics/*Ciencias Sociales*/***Licenciado en Economía del Desarrollo***.
Economics/*Economía*/***Economista***.
Education/*Educación*/***Licenciado en Educación Básica Regular, Licenciado en Educación Básica con especialidad en . . .*** or ***Licenciado en Educación con mención en . . .***
Artes Plásticas (Plastic Arts), *Ciencias Historico-Sociales* (Science of Social History), *Ciencias Naturales* (Natural Sciences), *Educación Inicial* (Pre-School Educ.), *Idiomas* (Foreign Language), *Lenguaje* (Spanish Language) or *Matemáticas* (Math).

The information in this appendix was derived from the following sources: Comisión Nacional Interuniversitaria, CONAI: *Programas y Departamentos Académicos, Grados y Títulos Según Universidades* (Lima, 1981); Consejo Nacional de la Universidad Peruana, CONUP: *Programas y Departamentos Académicos, Grados y Títulos Según Universidades* (Lima, 1979), and *Plan Operativo 1980-81 del Sistema Nacional de la Universidad Peruana* (Lima, 1980), p. 61; International Association of Universities, *International Handbook of Universities and Other Institutions of Higher Education*, 7th ed. (New York, 1978); and material supplied by the universities.

*ESAN and La Facultad de Teología Pontificia y Civil de Lima have been included here because of their prestige as tertiary institutions. For more information on these institutions, see Chapters V and VII. For a list of other tertiary level non-university institutions, see Appendix F.

Educational Psychology/*Educación*/***Psicopedagogo.***

Engineering: Chemical/*Ingeniería Química*/***Ingeniero Químico***/12 sems.; Civil/*Ingeniería Civil*/***Ingeniero en Construcciones Civiles***/12 sems.; Industrial/*Ingeniería*/***Ingeniero Industrial con mención en . . .*** *Mecánica y Eléctrica* (Mechanical & Electrical), *Minas* (Mining) or *Química* (Chemistry)/12 sems.; Mechanical & Electrical/*Ingeniería Mecánica y Eléctrica*/***Ingeniero Mecánico-Electricista***/12 sems.; Mining/*Ingeniería de Minas*/***Ingeniero de Minas***/12 sems.

Fine Arts/*Arte*/***Licenciado en Arte.***

History/*Humanidades*/***Licenciado en Historia.***

Law/*Derecho*/***Abogado***/12 sems.

Literature/*Humanidades*/***Licenciado en Literatura.***

Mathematics/*Ciencias con mención en Matemáticas*/***Licenciado en Matemáticas***/12 sems.

Philosophy/*Humanidades*/***Licenciado en Filosofía.***

Physics/*Ciencias con mención en Física*/***Licenciado en Física***/12 sems.

Plastic Arts/*Artes Plásticas*/***Artista Plástico, con mención en . . .*** *Diseño Gráfico* (Graphic Design), *Diseño Industrial* (Indus. Design), *Educación Artística* (Art Educ.), *Escultura* (Sculpture), *Grabado* (Engraving), or *Pintura* (Painting)/12 sems.

Political Science/*Ciencias Sociales*/***Licenciado en Ciencia Política.***

Psychology/*Humanidades*/***Licenciado en Psicología***/12 sems.

Social Work/*Trabajo Social*/***Licenciado en Trabajo Social.***

Sociology/*Ciencias Sociales*/***Licenciado en Sociología.***

Statistics/*Ciencias con mención en Estadística*/***Licenciado en Estadística.***

Especialista Programs/**Second Professional Title:** Education/***Especialista en . . .*** *Diseño y Elaboración de Material Didáctico* (Meth. & Materials), *Educación de Adultos* (Adult Educ.), *Orientación del Educando* (Philosophy of Tchg.), *Programación del Aprendizaje* (Techniques of Learning), or *Televisión Educativa* (Educational TV); Systems Analysis/***Especialista en*** *Análisis de Sistemas.*

Master's Programs/Degree Awarded—*Maestro en . . .* Chemistry/*Química*; Civil Engineering/*Ingeniería Civil*; Economics/*Economía*; Math/*Matemáticas*; Social Sciences/*Ciencias Sociales.*

Doctoral Programs/Degree Awarded—*Doctor en . . .* Law/*Derecho*; Social Sciences/*Ciencias Sociales.*

UN Agraria, Apdo. 456, La Molina, Lima. Estd. 1902 as Escuela Nacional de Agricultura y Veterinaria; assumed present name 1960. Enrollment (1979): 3,920. Libraries (National Agricultural Library, faculty libraries): 197,000 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias con mención en . . .*/**Professional Title:**

Biology/*Biología*/***Biólogo.***

Chemistry/*Química*/***Químico.***

Economics/*Economía*/***Economista.***

Engineering: Agricultural/*Ingeniería Agrícola*/***Ingeniero Agrícola***; Agronomy/*Agronomía*/***Ingeniero Agrónomo***; Experimental Zoology/*Zootecnia*/***Ingeniero Zootecnista***; Forestry/*Ciencias Forestales*/***Ingeniero Forestal***; Ichthyology/*Pesquería-Extracción* (Fishing Methods), *Pesquería-Piscicultura* (Fish Breeding), *Pesquería-Transformación* (Processing of Fish)/***Ingeniero Pesquero***; Industrial Food Processing/*Industrias Alimentarias*/***Ingeniero en Industrias Alimentarias***; Meteorology/*Meteorología*/***Ingeniero Meteorólogo***; Statistics/*Estadística*/***Ingeniero Estadístico.***

Master's Program/Degree Awarded—*Magister Scientiae con mención en . . .* Agricultural Economics/*Economía Agrícola*; Agri. Production/*Producción Agrícola*; Animal Production/*Producción Animal*; Engineering: Agricultural/*Ingeniería Agrícola*, Environmental/*Ingeniería de Recursos de Agua y Tierra*; Entomology/*Entomología*; Nutrition/ *Nutrición*; Plant Genetics/*Mejoramiento Genético de Plantas*; Plant Path./*Fitopatología*; Soils/*Suelos.*

UN Agraria de la Selva, Apdo. 156, Tingo María, Huánuco. Estd. 1964. Enrollment (1981): 776. Library: 7,443 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias . . .*/**Professional Title:**

Engineering: Agronomy/*Agrarias*/***Ingeniero Agrónomo***; Experimental Zoology/*Pecuarias*/***Ingeniero Zootecnista***; Industrial Food Processing/*Industrias Alimentarias*/***Ingeniero de Industrias Alimentarias.***

UN Agraria del Norte. Estd. 1963. Fused with UN de Lambayeque 1970 and became UN Pedro Ruiz Gallo.

UN Daniel Alcides Carrión, Edificio Estatal No. 4, San Juan Pampa, Cerro de Pasco. Estd. 1965 as offshoot of UN del Centro del Perú. Enrollment: 3.429.

Undergraduate Programs/Degrees Awarded—*Bachiller en . . .*/**Professional Title:**

Accounting/*Ciencias Contables*/***Contador Público.***

Economics/*Ciencias Económicas*/***Economista.***

Education/*Ciencias de la Educación*/***Licenciado en Educación con mención en . . .***

Engineering: Experimental Zoology/*Ciencias Zootécnicas*/***Ingeniero Zootecnista;*** Geology/*Ingeniería Geológica*/***Ingeniero Geólogo;*** Metallurgical/*Ingeniería Metalúrgica*/***Ingeniero Metalurgista;*** Mining/*Ingeniería de Minas*/***Ingeniero de Minas.***

Nursing/*Enfermería*/***Enfermero.***

UN de Ancash "Santiago Antúnez de Mayolo," Huaraz. Estd. 1977. Enrollment: 323.

Undergraduate Programs/Degrees Awarded—*Bachiller en . . .*/**Professional Title:**

Engineering: Agricultural/*Ingeniería Agrícola*/***Ingeniero Agrícola;*** Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Industrial Food Processing/*Ingeniería de Industrias Alimentarias*/***Ingeniero de Industrias Alimentarias;*** Mining/*Ingeniería de Minas*/***Ingeniero de Minas;*** Sanitation/*Administración del Medio Ambiente*/***Ingeniero de Administración del Medio Ambiente.***

UN de Educación "Enrique Guzmán y Valle," La Cantuta, Chosica. Estd. 1967. Closed 1977, reopened [illegible]. Enrollment ([illegible]): 7,227. Library: college library.

Undergraduate Programs/Degrees Awarded—*Bachiller en . . .*/**Professional Title**/Length:

Physical Education/no degree/***Profesor de Educación Física en . . .*** *Arbitraje* (Refereeing), *Ciclismo* (Cycling), or *Kinesiología* (Kinesiology)/8 sems.

Pre-School Education/*Educación*/***Licenciado en Educación Inicial.***

Other programs are offered in art education, science & humanities, and technical education. Information on specific degrees and professional titles: NA.

Especialista Programs/Second Professional Title: ***Especialista en . . .***Adult Educ./NA, Pre-School Educ./*Cunas y Jardines*, Technological Educ./*Planificación Educativa, Currícula, Enseñanza Programada y Tele Educación*, Special Educ./NA.

Master's Programs/Degrees Awarded—*Magister en . . .* Education/*Educación*.

UN de Huánuco "Hermilio Valdizán," Dos de Mayo No. 680. Apdo. 278, Huánuco. Estd. 1964. Offshoot of UN del Centro del Perú. Enrollment (1979): 3,929.

Undergraduate Programs/Degrees Awarded—*Bachiller en . . .*/**Professional Title:**

Accounting/*Ciencias Contables*/***Contador Público.***

Business Administration/*Administración*/***Licenciado en Administración.***

Economics/*Economía*/***Economista.***

Education/*Educación con mención en . . . Biología* (Biology), *Filosofía* (Philos.), *Física* (Physics), *Geografía* (Geog.), *Historia* (Hist.), *Lenguaje* (Spanish Lang.), *Literatura* (Lit.), *Matemáticas* (Math), *Psicología* (Psych.), *Química* (Chemistry)/***Licenciado en Educación con mención en . . .*** (same areas as degree).

Engineering: Agronomy/*Agropecuarias*/***Ingeniero Agrónomo;*** Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Industrial/*Ingeniería Industrial*/***Ingeniero Industrial.***

Nursing/*Enfermería*/***Licenciado en Enfermería.***

UN de Ingeniería, [illegible], Apdo. 1301, Lima. Estd. 1875 as Escuela de Ingenieros Civiles y de Minas; acquired university status and current name 1955. Enrollment: 11,436. Libraries: Central Library, [illegible] vols.; faculty libraries, 37,000 vols.

Undergraduate Programs/Degrees Awarded—*Bachiller en Ciencias con mención en . . .*/**Professional Title:**

Architecture/*Arquitectura*/***Arquitecto.***

Chemistry/*Química*/***Licenciado en Química.***

Engineering: Chemical/*Ingeniería Química*/***Ingeniero Químico;*** Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Economics/*Economía*/***Ingeniero Economista;*** Electrical/*Ingeniería Eléctrica*/***Ingeniero Electricista;*** Electronics/*Ingeniería Electrónica*/***Ingeniero Electrónico;*** Geological/*Ingeniería Geológica*/***Ingeniero Geólogo;*** Industrial/*Ingeniería Industrial*/***Ingeniero Industrial;*** Industrial Security/*Ingeniería de Higiene y Seguridad Industrial*/***Ingeniero de Higiene y Seguridad Industrial;*** Mechanical/*Ingeniería Mecánica*/***Ingeniero Mecánico;*** Mechanical & Electrical/*Ingeniería Mecánica-Eléctrica*/***Ingeniero Mecánico-Electricista;*** Metallurgical/*Ingeniería Metalúrgica*/***Ingeniero Metalurgista;*** Mining/*Ingeniería de Minas*/***Ingeniero de Minas;*** Petrochemical/*Ingeniería Petroquímica*/***Ingeniero Petroquímico;*** Petroleum/*Ingeniería de Petróleo*/***Ingeniero de Petróleo;*** Sanitation/

Ingeniería Sanitaria/**Ingeniero Sanitario**, Systems/*Ingeniería de Sistemas*/**Ingeniero de Sistemas**; Textile/*Ingeniería Textil*/**Ingeniero Textil.**

Mathematics/*Matemáticas*/***Licenciado en Matemáticas.***

Physics/*Física*/***Licenciado en Física.***

Statistics/*Estadística*/***Licenciado en Estadística.***

Master's Programs/Degree Awarded—*Magister en Ciencias con mención de . . .* Chemistry/*Química;* Engineering: Chemical/*Ingeniería Química*, Electronic/*Ingeniería Electrónica*, Hydraulic/*Ingeniería Hidráulica*, Petroleum/*Ingeniería de Petróleo*, Structural/*Ingeniería Estructural*, Systems/*Ingeniería de Sistemas;* Geology/*Geología;* Math (Appl.)/*Matemáticas Aplicadas;* Mechanics (Appl.)/*Mecánica Aplicada;* Nuclear Energy/*Energía Nuclear;* Physics/*Física;* Science of Materials/*Ciencia de Materiales;* Systems Potential/*Sistemas de Potencia.*

UN de la Amazonía Peruana, Jr. Lima 584, Casilla 496, Iquitos. Estd. 1961. Enrollment: 2,679.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title:**

Accounting/*Contabilidad*/***Contador Público.***

Biological Sciences/*Ciencias Biologías*/***Biólogo.***

Business Administration/*Administración*/***Licenciado en Administración.***

Education/*Educación*/***Licenciado en Educación.***

Engineering: Agronomy/*Ciencias Agronómicas*/***Ingeniero Agrónomo;*** Chemical/*Ingeniería Química*/***Ingeniero Químico;*** Forestry/*Ciencias Forestales*/***Ingeniero Forestal;*** Industrial Food Processing/*Ciencias en Industrias Alimentarias*/***Ingeniero en Industrias Alimentarias.***

Nursing/*Enfermería*/***Licenciado en Enfermería.***

UN del Centro del Perú, Calle Real 160, Apdo. Postal 77, Huancayo. Estd. 1959 as UP Comunal del Centro; acquired current name and public status 1962. Enrollment (1982): 7,800. Library: 32,800 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title:**

Accounting/*Contabilidad*/***Contador Público.***

Architecture/*Arquitectura*/***Arquitecto.***

Business Administration/*Administración*/***Licenciado en Administración.***

Economics/*Economía*/***Economista.***

Education/*Educación*/***Licenciado en Educación con mención en . . .***

Engineering: Agronomy/*Agronomía*/***Ingeniero Agrónomo;*** Chemical/*Ingeniería Química*/***Ingeniero Químico;*** Electrical/*Ingeniería Eléctrica*/***Ingeniero Electricista;*** Experimental Zoology/*Zootecnia*/***Ingeniero Zootecnista;*** Forestry/*Forestales*/***Ingeniero Forestal;*** Industrial Food Processing/*Industrias Alimentarias*/***Ingeniero en Industrias Alimentarias;*** Mechanical/*Ingeniería Mecánica*/***Ingeniero Mecánico;*** Metallurgical/*Ciencias-Ingeniería Metalúrgica*/***Ingeniero Metalúrgico;*** Mining/*Ingeniería de Minas*/***Ingeniero de Minas.***

Nursing/*Enfermería*/***Licenciado en Enfermería.***

Social Anthropology/*Antropología*/***Licenciado en Antropología.***

Social Service/*Servicio Social*/***Licenciado en Servicio Social.***

Sociology/*Sociología*/***Sociólogo.***

UN de Pucallpa, Pucallpa. Estd. 1979. Initial enrollment 1982.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title:**

Engineering: Agronomy/*Agronomía*/***Ingeniero Agrónomo;*** Forestry/*Ingeniería Forestal*/***Ingeniero Forestal.***

Nursing/*Enfermería*/***Licenciado en Enfermería.***

UN de San Agustín, Siglo XX No. 227, Apdo. 23, Arequipa. Estd. 1825. Enrollment (1979): 14,483. Libraries: Central Library, program libraries.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title/Length:**

Accounting/*Contabilidad*/***Contador Público.***

Anthropology/*Antropología*/***Licenciado en Antropología.***

Architecture/*Arquitectura*/***Arquitecto.***

Biology/*Biología*/***Biólogo.***

Chemistry/*Química*/***Licenciado en Química.***

Economics/*Economía*/***Economista.***

Education/*Ciencias de la Educación*/***Licenciado en Educación con mención en . . .***

Engineering: Agricultural/*Ciencias Agropecuarias*/***Ingeniero Agropecuario;*** Chemical/*Ingeniería Química*/***Ingeniero Químico;*** Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Geological/*Ingeniería Geo-*

lógica/***Ingeniero Geólogo***; Geophysical/*Geofísica*/***Ingeniero Geofísico***; Industrial/*Ingeniería Industrial*/***Ingeniero Industrial***; Metallurgical/*Ingeniería Metalúrgica*/***Ingeniero Metalurgista.***

History/*Historia*/***Licenciado en Historia.***

Industrial & Public Relations/*Relaciones Industriales y Públicas*/***Licenciado en Relaciones Industriales y Públicas.***

Language & Literature/*Lengua y Literatura*/***Licenciado en Lengua y Literatura.***

Law/*Derecho*/***Abogado***/12 sems.

Mathematics/*Matemáticas*/***Licenciado en Matemáticas.***

Medicine/*Medicina*/***Médico-Cirujano***/15 sems.

Nursing/*Enfermería*/***Enfermero.***

Nutrition/*Nutrición y Dietética*/***Licenciado en Nutrición Humana.***

Philosophy/*Filosofía*/***Licenciado en Filosofía.***

Physics/*Física*/***Licenciado en Física.***

Psychology/*Psicología*/***Licenciado en Psicología***/12 sems.

Social Work/*Trabajo Social*/***Asistente Social.***

Sociology/*Sociología*/***Licenciado en Sociología.***

UN de San Antonio Abad, Apdo. 367, Cuzco. Estd. 1692. Enrollment: 12,172.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional** Title/Length:

Accounting/*Ciencias Contables*/***Contador Público.***

Anthropology/*Antropología*/***Antropólogo.***

Archeology/*Ciencias Arqueológicas*/***Licenciado en Arqueología.***

Architecture/*Arquitectura*/***Arquitecto.***

Biological Sciences/*Ciencias Biológicas*/***Biólogo.***

Business Administration/*Administración de Empresas*/***Licenciado en Administración de Empresas.***

Chemistry/*Química*/***Licenciado en Química.***

Economics/*Economía*/***Economista.***

Education/*Educación*/***Licenciado en Educación con mención en . . .***

Engineering: Agronomy/*Ciencias Agrarias*/***Ingeniero Agrónomo***; Chemical/*Ingeniería Química*/***Licenciado en Ingeniería Química***; Civil/*Ingeniería Civil*/***Ingeniero Civil***; Electrical/*Ingeniería Eléctrica*/***Ingeniero Electricista***; Experimental Zoology/*Ciencias Agrarias*/***Ingeniero Zootecnista***; Geological/*Ingeniería Geológica*/***Licenciado en Ingeniería Geológica***; Metallurgical/*Ingeniería Metalúrgica*/***Licenciado en Ingeniería Metalúrgica***; Mining/*Ingeniería de Minas*/***Licenciado en Ingeniería de Minas.***

History/*Historia*/***Licenciado en Historia.***

Law/*Derecho*/***Abogado***/14 sems.

Mass Communications/*Ciencias de la Comunicación*/***Licenciado en Ciencias de la Comunicación.***

Medicine/*Medicina*/***Médico-Cirujano***/15 sems.

Nursing/*Enfermería*/***Licenciado en Enfermería.***

Physics & Mathematics/*Ciencias Físico-Matemáticas*/***Licenciado en Físico-Matemáticas.***

Tourism/*Turismo*/***Licenciado en Turismo.***

Especialista **Programs/Second Professional Title:** Archeology/***Licenciado en Arqueología, con mención en . . .*** *Arqueología Colonial* (Colonial Archeology), *Arqueología Inca* (Inca Archeology), *Conservación y Restauración de Monumentos Arqueológicos* (Conservation & Restoration of Archeological Monuments), *Dotación* (Endowment), or *Museología* (Study of Museums).

UN de San Cristóbal de Huamanga, Portal Independencia 57, Apdo. 120, Ayacucho. Estd. 1677. Closed 1876-1957. Resumed operation in 1959. Enrollment: 8,068. Libraries: 11,840 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias . . .*/**Professional** Title/Length:

Accounting/*Contables*/***Contador Público.***

Anthropology/*Sociales: Antropología Social* (Social Anthropology), or *Sociales: Arqueología e Historia* (Archeology & History)/***Antropólogo Social*** or ***Antropólogo Historiador.***

Biology/*Biológicas*/***Biólogo con mención en . . .*** *Biología Pesquera* (Fish Biology), *Hidrobiología* (Hydrobiology), *Macrobiología* (Macrobiology), or *Microbiología* (Microbiology).

Business Administration/*Administrativas*/***Licenciado en Administración.***

Economics/*Bachiller en Economía*/***Economista.***

Education/*de la Educación*/***Licenciado en Educación con mención en . . .*** *Biología* (Biology), *Educación Física* (Phys. Ed.), *Español y Literatura* (Spanish Language & Lit.), *Filosofía* (Philos.), *Física*

(Physics), *Geografía* (Geog.), *Historia* (Hist.), *Pedagogía Infantil* (Pre-School Educ.), *Psicología* (Psych.), *Quechua*, *Química* (Chemistry), *Matemáticas* (Math).

Engineering: Agronomy/*Agrícolas*/**Ingeniero Agrónomo**; Chemical/*de la Ingeniería: Química*/**Ingeniero Químico**; Mining/*de la Ingeniería: Minas*/**Ingeniero de Minas.**

Law/*Bachiller en Derecho*/**Abogado**/NA.

Nursing/*Bachiller en Enfermería*/**Enfermero.**

Obstetrics/*Obstetricia*/**Obstetriz/Obstetra.**

Social Services/*Sociales: Servicio Social*/**Asistente Social.**

UN de Tacna, Av. Bolognesi s/n, Casilla No. 316, Tacna. Estd. 1971. Enrollment: 2,504.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias* . . . /**Professional Title:**

Accounting/*Contables*/**Contador Público.**

Business Administration/*Administrativas*/**Licenciado en Administración de Empresas.**

Engineering: Agronomy/*Agronomía*/**Ingeniero Agrónomo**; Ichthyology/*con mención en Pesquería-Piscicultura* (Fish Breeding), or *con mención en Pesquería-Transformación* (Processing of Fish)/**Ingeniero Pesquero**; Industrial Food Processing/*Bachiller en Industrias Alimentarias*/**Ingeniero de Industrias Alimentarias**; Metallurgical/*con mención en Metalurgia*/**Ingeniero Metalurgista**; Mining/*con mención en Minería*/**Ingeniero de Minas.**

Obstetrics/*Obstetricia*/**Licenciado en Obstetricia.**

UN de Trujillo, Independencia s/n, Trujillo. Estd. 1824. Enrollment (1981): 11,131. Libraries: Central Library, 19,355 vols.; special libraries (Anthropol., 1,090 vols.; Archeol., 761 vols.; Biol., 4,400 vols.; Chem. Engr., 4,529 vols.; Econ., 7,205; Educ. & Soc. Sci., 14,375 vols.; Languages, 5,618 vols.; Law & Pol. Sci., 6,636 vols.; Med., 5,626 vols.; Nurs., 1,362 vols.; Peruvian-Mexico, 2,075 vols.; Pharm., 1,907 vols.; and Physics & Math, 3,214 vols.).

Undergraduate Programs/Degree Awarded—*Bachiller en* . . . /**Professional Title**/Length:

Accounting/Ciencias *Económicas*/**Contador Público.**

Anthropology/Ciencias Sociales/**Licenciado en Antropología.**

Archeology/Ciencias Sociales/**Licenciado en Arqueología.**

Biological Sciences/Ciencias *Biológicas*/**Biólogo.**

Business Administration/Ciencias *Económicas*/**Licenciado en Administración.**

Economics/Ciencias *Económicas*/**Economista.**

Education/*Educación*/**Licenciado en Educación con mención en** . . .

Engineering: Chemical/*Ingeniería Química*/**Ingeniero Químico**; Industrial/*Ingeniería Industrial*/**Ingeniero Industrial**; Mechanical/*Ingeniería Mecánica*/**Ingeniero Mecánico**; Metallurgical/*Ingeniería Metalúrgica*/**Ingeniero Metalúrgico.**

Ichthyology/Ciencias *Biológicas*/**Biólogo Pesquero.**

Law/*Derecho y Ciencias Políticas*/**Abogado**/12 sems.

Mathematics/Ciencias *Físicas y Matemáticas*/**Licenciado en Matemáticas.**

Medicine/*Medicina*/**Médico-Cirujano**/12 sems.

Microbiology/Ciencias *Biológicas*/**Biólogo-Microbiólogo.**

Nursing/*Enfermería*/**Enfermero.**

Pharmacology & Biochemistry/*Farmacia y Bioquímica*/**Químico-Farmacéutico.**

Physics/Ciencias *Físicas y Matemáticas*/**Licenciado en Física.**

Statistics/Ciencias *Físicas y Matemáticas*/**Licenciado en Estadística.**

Especialista Programs/**Second Professional Title:** Medicine/**Especialista con mención en** . . . (one of following specialties) *Anestesiología, Cirugía General, Ginecología y Obstetricia, Medicina Interna, Oftalmología, Otorrinolaringología, Pediatría, Radiología*, or *Traumatología y Ortopedia*/6 sems.; Mental Retardation/**Especialista en Retardo Mental**; Technological Educ./**Especialista en Tecnología Educativa, con mención en** . . . *Análisis de Sistemas Educativos* (Analysis of Educational Systems), *Evaluación Educativa* (Educational Evaluation), *Medios y Materiales Educativos* (Educational Methods & Materials), or *Planeamiento Educativo* (Educational Planning).

UN Federico Villarreal, Av. Jacinto López 214, Lima. Estd. 1963. Offshoot of UN del Centro del Perú. Enrollment: 22,420.

Undergraduate Programs/Degree Awarded—*Bachiller en* . . . /**Professional Title**/Length:

Accounting/*Contabilidad*/**Contador Público.**

Architecture & Urban Planning/*Arquitectura y Urbanismo*/**Arquitecto.**

Business Administration/*Administración*/**Administrador.**

Cooperatives/*Cooperativismo*/***Licenciado en Cooperativismo.***

Dentistry/*Odontología*/***Licenciado en Odontología.***

Economics/*Economía*/***Economista.***

Education/*Educación*/***Licenciado en Educación con mención en . . .*** or ***Licenciado en Educación Inicial*** (Pre-School Educ.).

Engineering: Civil/*Ingeniería Civil*/***Licenciado en Ingeniería Civil***; Industrial Fishing Tech./no degree/***Tecnólogos en Ingeniería Pesquera***; Industrial/*Ingeniería Industrial*/***Ingeniero Industrial***; Oceanog. & Hydrobiol./*Ingeniería Pesquera*/***Ingeniero Pesquero-Oceanógrafo e Hidrobiólogo.***

Geography/*Geografía*/***Licenciado en Geografía.***

Law & Political Science/*Derecho y Ciencias Políticas*/***Abogado***/14 sems.

Medicine/*Medicina Humana*/***Médico-Cirujano***/14 sems.

Medical Technology/no degree/***Tecnólogo con mención en . . .*** *Radiología en Laboratorio Clínico* (Clinical Lab Radiology) or *Terapia en Rehabilitación Física* (Physical Rehabilitation Therapy)/NA.

Psychology/*Psicología*/***Licenciado en Psicología.***

Social Service/*Servicio Social*/***Asistente Social.***

Sociology/*Sociología*/***Licenciado en Sociología.***

Especialista Programs/**Second Professional Title:** Medicine/**Especialista en** . . . (one of following specialties) *Anestesiología, Cirugía del Torax, Cirugía General, Gineco-Obstetricia, Medicina Interna, Neurología, Oftalmología, Pediatría, Radiología, Urología,* or *Traumatología.*

Short Cources/Certificate Awarded/Length:

Dental Assistant/*Asistente Dental*/7 months; Dental Lab Technician I, II/*Laboratorista Dental I, II*/2 sems. each program.

UN José Faustino Sánchez Carrión, Calle Bolívar 935, Huacho. Estd. 1967. Offshoot of UN del Centro del Perú. Enrollment: 3,623.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title:**

Accounting/*Contabilidad*/***Contador Público.***

Business Administration/*Administración*/***Licenciado en Administración.***

Engineering: Ichthyology/*Ingeniería Pesquera*/***Ingeniero Pesquero***; Industrial/*Ingeniería Industrial*/***Ingeniero Industrial.***

Food Science & Nutrition/*Bromatología*/***Licenciado en Bromatología y Nutrición.***

Nursing/*Enfermería*/***Licenciado en Enfermería.***

Social Work/*Trabajo Social*/***Licenciado en Trabajo Social.***

Sociology/*Sociología*/***Licenciado en Sociología.***

UN Mayor de San Marcos, Av. República de Chile 295, Lima. Estd. 1551. Enrollment: 24,015. Libraries: Central Library, specialized libraries.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title/Length:**

Accounting/*Contabilidad*/***Contador Público.***

Anthropology/*Ciencia Social*/***Licenciado en Antropología con mención en . . .*** *Antropología Física* (Physical Anthropology) or *Antropología Social* (Social Anthropology).

Archeology/*Ciencia Social*/***Licenciado en Arqueología.***

Art/*Arte*/***Licenciado en Arte.***

Biological Sciences/*Ciencias Biológicas*/***Biólogo.***

Business Administration/*Ciencias Administratives*/***Licenciado en Administración.***

Chemistry/*Química*/***Químico.***

Dentistry/*Odontología*/***Cirujano-Dentista.***

Dietetics & Nutrition/*Dietéticas y Nutrición*/***Dietista-Nutricionista.***

Economics/*Economía*/***Economista.***

Education/*Educación*/***Licenciado en Educación con mención en . . .***

Engineering: Chemical/*Ingeniería Química*/***Ingeniero Químico***; Geological/*Geología*/***Ingeniero Geólogo***; Industrial/*Ingeniería Industrial*/***Ingeniero Industrial***; Electronic/*Ingeniería Electrónica*/***Ingeniero Electrónico***; Mechanics of Fluids/*Ingeniería Mecánica de Fluidos*/***Ingeniero Mecánico de Fluidos***; Metallurgical/*Ingeniería Metalúrgica*/***Licenciado en Ingeniería Metalúrgica.***

Geography/*Geografía*/***Geógrafo.***

Geology/*Geología*/***Geólogo.***

History/*Ciencia Social*/***Licenciado en Historia.***

Human Nutrition/*Nutrición Humana*/***Licenciado en Nutrición Humana.***

Journalism/*Periodismo*/***Periodista.***

Law & Political Science/*Derecho*/***Abogado***/12 sems.

Linguistics/*Lingüística*/***Licenciado en Lingüística General.***

Literature/*Literatura*/***Licenciado en Literatura.***

Mathematics/*Mathemáticas*/***Licenciado en Matemáticas con mención en Computación y Astronomía.***

Medical Technology/*Tecnología Médica*/***Licenciado con mención en*** . . . *Laboratorio Clínico y Anatomía Patológica* (Clinical Lab & Pathological Anatomy), *Terapia Física y Rehabilitación* (Physical Therapy & Rehabilitation), *Terapia Ocupacional* (Occupational Therapy), or ***Licenciado en Radiología*** (Radiology).

Medicine/*Medicina*/***Médico-Cirujano***/14 sems.

Nursing/*Enfermería*/***Enfermero.***

Nutrition/*Nutrición Humana*/***Licenciado en Nutrición Humana.***

Obstetrics/*Obstetricia*/***Obstetriz(tra).***

Operations Research/*Investigación Operativa*/***Licenciado en Investigación Operativa.***

Pharmacy/*Farmacia y Bioquímica*/***Químico-Farmacéutico.***

Philology/*Filología*/***Licenciado en Filología.***

Philosophy/*Filosofía*/***Licenciado en Filosofía.***

Physical Education/no degree/***Profesor de Educación Física***/8 sems.*

Physics/*Física*/***Licenciado en Física.***

Psychology/*Psicología*/***Psicólogo***/12 sems.

Social Work/*Ciencia Social*/***Licenciado en Trabajo Social.***

Sociology/*Ciencia Social*/***Licenciado en Sociología.***

Statistics/*Estadística*/***Licenciado en Estadística,*** or ***Licenciado en Estadística con mención en Demografía*** (Demography).

Veterinary Medicine/*Medicina Veterinaria*/***Médico Veterinario***/11 sems.

Especialista Programs/**Second Professional Title:** Law/NA; Learning Disabilities/***Profesor Especialista en Problemas del Aprendizaje;*** Medicine/***Especialista en*** . . .(one of following specialties) *Anestesiología, Cardiología, Cirugía de Cabeza y Cuello, Cirugía General, Cirugía Pediátrica, Cirugía Plástica, Cirugía Toráxica y Cardio Vascular, Endocrinología, Gastroenterología, Gineco-Obstetricia, Medicina de Rehabilitación, Medicina General, Medicina Tropical, Nefrología, Neumología, Neurocirugía, Neurología, Oftalmología, Otorrinolaringología, Patología Clínica, Pediatría, Psiquiatría, Radiología, Traumatología y Ortopedia,* or *Urología;* Mental Retardation/***Profesor Especialista en Retardo Mental;*** Pharmacy/***Especialista en*** . . . (one of following) *Análisis Bioquímicos, Bromatología, Farmacia Clínica, Industria Farmacéutica, Recursos Vegetales Terapéuticos,* or *Toxicología y Química Legal;* Pre-School Educ./***Profesor Especialista en Educación Inicial;*** Spanish Linguistics/***Licenciado en Lingüística (o Areas Afines): Especialista en Lingüística Hispánica.***

Short Courses/Certificate Awarded/Length:

Dental Assistant/*Asistente Dental*/7 months; Dental Lab Technician I, II/*Laboratorista Dental* I, II/2 sems. each program.

Master's Programs/Degree Awarded—*Maestro en* . . .Biochemistry & Physiology/*Bioquímica y Fisiología;* Chemical Engr./*Ingeniería Química;* Chemistry/*Química;* Food Science/*Bromatología;* Physics/*Física;* Pure & Applied Math/*Matemáticas Pura y Aplicada;* Quantitative Methods in Econ./*Magister en Métodos Cuantitativos de la Economía.*

UN Pedro Ruiz Gallo, 8 de Octubre No. 637, Lambayeque. Estd. as Escuela Nacional de Agronomía de Lambayeque. Became UN Agraria del Norte in 1963. Merged with UN de Lambayeque in 1970 and acquired present name. Enrollment (1979): 7,178. Libraries: 15,705 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias*. . ./**Professional Title**/Length:

Accounting/*Contabilidad*/***Contador Público.***

Business Administration/*Administración*/***Licenciado en Administración.***

Economics/*Economía*/***Licenciado en Economía.***

Engineering: Agricultural/*Ingeniería Agrícola*/***Ingeniero Agrícola;*** Agronomy/*Agronomía*/***Ingeniero Agrónomo;*** Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Experimental Zoology/*Zootecnia*/***Ingeniero Zootecnista;*** Mechanical & Electrical/ *Ingeniería Mecánica y Eléctrica*/***Ingeniero Mecánico y Electricista.***

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*Phys. ed. program founded in 1932 as Escuela Nacional de Educación Física; name later changed to Instituto Nacional de Educación Física. Program affiliated with university in 1946.

Law/*Jurídicas*/***Abogado***/NA.
Medicine/*Bachiller en Medicina Humana*/***Médico-Cirujano.***
Nursing/*Enfermería*/***Licenciado en Enfermería.***
Physics & Math./*Física y Matemáticas*/***Licenciado en Física y Matemáticas.***
Sociology/*Sociología*/***Licenciado en Sociología.***
Veterinary Medicine/*Medicina Veterinaria*/***Médico Veterinario.***

UN San Luis Gonzaga, Av. Bolívar 232, Ica. Estd. 1955. Enrollment: 10,306.
Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title**/Length:
Accounting/*Contabilidad*/***Contador Público.***
Business Administration/*Administración*/***Licenciado en Administración de Empresas.***
Chemistry/*Química*/***Químico.***
Dentistry/*Odontología*/***Cirujano-Dentista.***
Economics/*Economía*/***Economista.***
Education/*Educación*/***Licenciado en Educación con mención en . . .***
Engineering: Agronomy/*Agronomía*/***Ingeniero Agrónomo;*** Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Ichthyology/*Ingeniería Pesquera*/***Ingeniero Pesquero;*** Mechanical & Electrical/*Ingeniería Mecánica y Eléctrica*/***Ingeniero Mécanico-Electricista.***
Law/*Derecho*/***Abogado***/14 sems.
Medicine/*Medicina Humana*/***Médico-Cirujano***/14 sems.
Pharmacology & Biochemistry/*Farmacia*/***Químico-Farmacéutico.***
Veterinary Medicine/*Medicina Veterinaria*/***Médico Veterinario.***
Short Courses/Certificate Awarded/Length:
Dental Assistant/*Asistente Dental*/7 months; Dental Lab Technician I, II/ *Laboratorista Dental* I, II/2 sems. each program.

UN Técnica de Cajamarca, Apdo. 289, Cajamarca. Estd. 1962. Enrollment: 4,559.
Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title:**
Accounting/*Contabilidad*/***Licenciado en Contabilidad.***
Education/*Educación*/***Licenciado en Educación con mención en . . .***
Engineering: Agronomy/*Agronomía*/***Ingeniero Agrónomo;*** Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Experimental Zoology/*Ciencias-Zootecnia*/***Ingeniero Zootecnista.***
Nursing/*Enfermería*/***Licenciado en Enfermería.***
Obstetrics/*Obstetricia*/***Licenciado en Obstetricia.***
Sociology/*Sociología*/***Licenciado en Sociología.***
Veterinary Medicine/*Ciencias-Medicina Veterinaria*/***Médico Veterinario.***

UN Técnica del Altiplano, Puno. Estd. 1961. Enrollment: 5,670. Libraries: Central Library, 17,800 vols.
Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title:**
Accounting/*Contabilidad*/***Contador Público.***
Biology/*Biología*/***Licenciado en Biología.***
Economics/*Economía*/***Economista.***
Education/*Ciencias-Educación*/***Licenciado en Educación con mención en . . .*** or ***Licenciado de Educación Inicial*** (Pre-School Educ.).
Engineering: Agronomy/*Ciencias Agrarias*/***Ingeniero Agrónomo;*** Economics/*Economía*/***Ingeniero Economista;*** Mining/*Ingeniería de Minas*/***Licenciado en Ingeniería de Minas.***
Nursing/*Enfermería*/***Enfermero.***
Physical Education/*Ciencias-Educación*/***Licenciado en Educación Física.***
Social Work/*Trabajo Social*/***Trabajador Social.***
Sociology/*Sociología*/***Licenciado en Sociología.***
Veterinary Medicine & Experimental Zoology/*Medicina Veterinaria y Zootecnia*/***Médico Veterinario Zootecnista.***

UN Técnica del Callao, Apdo. 138, Bellavista, Callao. Estd. 1966. Enrollment: 5,560.
Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title:**
Accounting/*Contabilidad*/***Contador Público.***
Economics/*Economía*/***Economista.***
Engineering: Chemical/*Ingeniería Química*/***Ingeniero Químico;*** Electrical/*Ingeniería Eléctrica*/***Ingeniero Electricista;*** Ichthyology/*Ingeniería Pesquera*/***Ingeniero Pesquero;*** Mechanical/*Ingeniería Mecánica*/***Ingeniero Mecánico.***

UN Técnica de Piura, Calle Tacna 260, Piura. Estd. 1961. Enrollment (1979): 4,934. Libraries: Central Library.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title**/Length:

Accounting/*Contabilidad*/***Contador Público.***

Business Administration/*Ciencias Administrativas*/***Licenciado en Ciencias Administrativas.***

Economics/*Economía*/***Economista.***

Engineering: Agronomy/*Ciencias Agrarias*/***Ingeniero Agrónomo***; Experimental Zoology/*Zootecnia*/***Ingeniero Zootecnista***; Ichthyology/*Ingeniería Pesquera*/***Ingeniero Pesquero***; Industrial/*Ingeniería Industrial*/***Ingeniero Industrial***; Mining/*Ingeniería de Minas*/***Licenciado en Ingeniería de Minas.***

Medicine/*Medicina Humana*/***Médico-Cirujano***/NA.

UP Católica Santa María, Apdo. 1350, Arequipa. Estd. 1961. Enrollment: 8,481.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title**/Length:

Accounting/*Contabilidad*/***Contador Público.***

Archeology/*Ciencias Arqueológicas*/***Licenciado en Arqueología.***

Business Administration/*Administración de Empresas*/***Licenciado en Administración de Empresas.***

Dentistry/*Odontología*/***Cirujano-Dentista***/12 sems.

Economics/*Economía*/***Economista.***

Education/*Educación*/***Licenciado en Educación con mención en . . .***

Law/*Derecho*/***Abogado***/12 sems.

Nursing/*Enfermería*/***Enfermero.***

Obstetrics & Child Care/*Obstetricia y Puericultura*/***Licenciado en Obstetricia y Puericultura.***

Pharmacology/*Farmacia*/***Químico-Farmacéutico.***

Public Relations/*Ciencias de la Comunicación Social*/***Relacionista Público e Industrial.***

Social Service/*Servicio Social*/***Asistente Social.***

Short Courses/Certificate *Awarded*/Length:

Dental Assistant/*Asistente Dental*/7 months; Dental Lab Technician I, II/*Laboratorista Dental* I, II/2 sems. each program.

UP Comunal del Centro. *See* UN del Centro del Perú.

UP de Lima, Prado s/n, Monterrico Apdo. 852, Lima. Estd. 1962. Enrollment: 6,558. Libraries: Central Library, 12,000 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title**/Length:

Accounting & Auditing/*Ciencias Contables*/***Contador Público.***

Administrative Science/*Ciencias Administrativas*/***Licenciado en Administración.***

Economics/*Economía*/***Economista.***

Engineering: Industrial/*Ingeniería Industrial*/***Ingeniero Industrial***; Metallurgical & Siderurgical/*Ingeniería Metalúrgica y Siderúrgica* /***Ingeniero Metalúrgico y Siderúrgico***; Systems/*Ingeniería de Sistemas*/***Ingeniero de Sistemas.***

Law & Political Science/*Derecho y Ciencias Políticas*/***Abogado***/NA.

Mass Communications/*Ciencias de la Comunicación*/***Licenciado en Ciencias de la Comunicación.***

Especialista Programs/**Second Professional Title**: Educational Admin./***Especialista en Administración de la Educación.***

Master's Programs/Degree Awarded—*Magister en . . .* Cooperatives Mgmt./*Cooperativismo, Autogestión y Mutualismo*; Educational Admin./*Administración de la Educación.*

Continuing Education & Short Courses/Diploma Awarded/**Professional Title**/Length:

Cont. Educ. for persons who hold *Licenciados* in Educational Admin./*Diploma de Actualización en Administración de la Educación.*

Films & Television/no diploma/***Director de Cine y Televisión***/short course being discontinued.

UP del Pacífico, Av. Salaverry 2020, Jesús María, Lima 1. Estd. 1962. Enrollment (1981): 795. Library: 25,000 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias con mención en . . .*/**Professional Title**:

Accounting/*Contabilidad*/***Licenciado en Contabilidad.***

Business Administration/*Administración*/***Licenciado en Administración.***

Economics/*Economía*/***Licenciado en Economía.***

Master's Program/Degree Awarded—*Magister en Ciencias con mención en . . .* Business Administration/*Administración.*

UP de Piura, Apdo. 353, Piura. Estd. 1961. Enrollment (1979): 1,472. Libraries: Central Library, 15,000 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title**/Length:

Business Administration/*Administración*/***Licenciado en Administración de Empresas.***

Engineering: Industrial/*Ciencias de la Ingeniería*/***Ingeniero Industrial***/12 sems.; Engineering Science/*Ciencias de la Ingeniería*/*/8 sems.

Liberal Arts/*Artes Liberales*/***Licenciado.***

Mass Communications/*Ciencias*/**Licenciado en Ciencias de la Información con mención en . . .** *Periodismo* (Journalism), *Publicidad* (Publicity), or *Relaciones Públicas* (Public Relations).

UP Femenina del Sagrado Corazón, Av. Guillermo Marconi 420, Apdo. 3604, Lima. Estd. 1962. Enrollment (1979): 1,105. Libraries: 17,500 vols.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title**/Length:

Architecture/*Ciencias-Arquitectura*/***Arquitecto.***

Education/*Educación*/***Licenciada en Educación con mención en . . .*** *Filosofía y Ciencias Sociales* (Philos. & Soc. Sci.), *Historia y Geografía* (Hist. & Geog.), *Inglés* (English), *Lengua y Literatura* (Spanish Language & Lit.); Pre-School Educ./*Educación Inicial*/***Licenciada en Educación Inicial.***

Psychology/*Psicología*/***Licenciada en Psicología***/12 sems.

Sociology/*Sociología*/***Licenciada en Sociología.***

Translation & Interpretation/*Traducción e Interpretación*/***Traductora e Intérprete.***

Especialista Program/**Second Professional Title:** Mental Retardation/***Especialista en Retardo Mental.***

Master's Programs/Degree Awarded—*Maestra en Educación con mención en . . .* Education/*Educación Especial: Area de Conducta Irregular* (Special Educ.: Behavioral Problems), *Extensión Educativa* (Educational Extension), *Orientación Educativa* (Educational Orientation), or *Tecnología Educativa* (Technological Educ.).

UP Inca Garcilaso de la Vega, Av. Arequipa 3610, Lima. Estd. 1964. Enrollment: 11,852.

Undergraduate Programs/Degree Awarded—*Bachiller en . . .*/**Professional Title**/Length:

Accounting/*Contabilidad*/***Contador Público.***

Administrative Engineering/*Administración*/***Licenciado en Ingeniería Administrativa.***

Business Administration/*Administración*/***Licenciado en Administración.***

Economics/*Economía*/***Economista.***

Education/*Educación*/***Licenciado en Educación con mención en . . .*** or ***Licenciado en Educación Inicial*** (Pre-School Educ.).

Law/*Derecho y Ciencias Políticas*/***Abogado***/NA.

Psychology/*Ciencias Sociales-Psicología*/***Licenciado en Psicología***/12 sems.

Social Work/*Ciencias Sociales-Trabajo Social*/***Licenciado en Trabajo Social.***

Sociology/*Ciencias Sociales-Sociología*/***Licenciado en Sociología.***

Especialista Programs/***Second Professional Title:*** Education/***Especialista en . . .*** *Educación de Adultos* (Adult Educ.), *Educación Inicial* (Pre-School Educ.), *Primer Ciclo de Educación Superior* (Secondary Educ.), *Problemas del Aprendizaje* (Learning Disabilities), *Tecnología Curricular* (Technological Curriculum).

Master's Program/Degree Awarded—*Magister en . . .* Educational Planning/*Planificación de la Educación.*

UP Peruana Cayetano Heredia, Apdo. 5045, Lima. Estd. 1961. Enrollment: 1,150.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias con mención en . . .*/**Professional Titles**/Length:

Biology/*Biología*/***Licenciado en Biología.***

Chemistry/*Química*/***Licenciado en Química.***

Demography/*Bachiller en Ciencias*/***Licenciado en Demografía.***

Dentistry/*Bachiller en Odontología*/***Cirujano-Dentista.***

Medicine/*Medicina*/***Médico-Cirujano***/14 sems.

Philosophy/*Filosofía*/***Licenciado en Filosofía.***

Physics/*Física*/***Licenciado en Física.***

Psychology/*Psicología*/***Licenciado en Psicología.***

Statistics/*Bachiller en Ciencias*/***Licenciado en Estadística.***

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*To obtain the title, students transfer to another Peruvian university for further study.

Especialista Programs/**Second Professional Title:** Dentistry/***Especialista en*** . . . (one of following specialties) *Cirugía Bucal, Endodoncia, Medicina Bucal, Odontopediatría, Odontología Social, Odontología Rehabilitadora, Ortodoncia,* or *Periodoncia;* Medicine/***Especialista en*** . . . (one of following) *Anestesiología, Cardiología, Cirugía General, Cirugía-General Oncológica, Cirugía Pediátrica, Endocrinología, Gastroenterología, Ginecología y Obstetricia, Hematología, Inmunereumatología, Medicina General, Oncológica, Medicina Interna, Medicina Tropical, Nefrología, Oftalmología, Patología y Laboratorio Clínico, Pediatría, Psiquiatría, Radiología, Radioterapia,* or *Traumatología.*

Master's Programs/Degree Awarded—*Maestro en Ciencias con mención en* . . . Sciences/*Biofísica (Biophysics), Biología* (Biology), *Bioquímica* (Biochemistry), *Farmacología* (Pharmacology), *Fisiología* (Physiology), *Microbiología* (Microbiology), or *Química* (Chemistry).

Doctoral Programs/Degree Awarded—*Doctor en* . . . Medicine/*Medicina;* Sciences/Same programs as for the master's above.

Short Courses/Certificate Awarded/Length:

Dental Assistant/*Asistente Dental*/7 months; Dental Lab Technician I, II/*Laboratorista Dental* I, II/2 sems. each program.

UP Peruana de Ciencias y Tecnología. Estd. 1966. Name changed to UP Ricardo Palma. *See* UP Ricardo Palma.

UP Ricardo Palma, Lima. Estd. as UP Peruana de Ciencias y Tecnología in 1966.

Undergraduate Programs/Degree Awarded—*Bachiller en* . . ./**Professional Title**/Length:

Accounting/*Contabilidad*/**Contador Público.**

Architecture/*Arquitectura*/**Arquitecto.**

Biology/*Biología*/**Biólogo.**

Business Administration/*Administración*/***Administrador de Empresas.***

Economics/*Economía*/***Economista.***

Engineering: Civil/*Ingeniería Civil*/***Ingeniero Civil;*** Electronic/*Ingeniería Electrónica*/***Ingeniero Electrónico;*** Industrial/*Ciencias con mención en Ingeniería Industrial*/***Ingeniero Industrial.***

Psychology/*Psicología*/***Licenciado en Psicología***/12 sems.

Translation & Interpretation/*Interpretación y Traducción*/***Licenciado en Interpretación y Traducción con mención de el o los idiomas que domina el graduando.***

UP San Martín de Porres, Lima. Estd. 1962. Enrollment: 11,946.

Undergraduate Programs/Degree Awarded—*Bachiller en Ciencias* . . ./**Professional Title**/Length:

Accounting/*Contabilidad*/**Contador Público.**

Business Administration/*Administración*/**Licenciado en Administración de Empresas.**

Cooperatives/*Cooperativismo*/***Licenciado en Cooperativismo.***

Economics/*Economía*/***Economista.***

Education/*de la Educación*/***Licenciado en Educación con mención en*** . . .

Educational Administration/*Administración de la Educación*/***Licenciado en Administración de la Educación.***

History/*Sociales*/***Licenciado en Historia.***

Journalism/*de la Comunicación*/***Licenciado en Periodismo.***

Labor Relations/*Bachiller en Relaciones Industriales*/***Licenciado en Relaciones Industriales.***

Law/*Derecho*/**Abogado**/14 sems.

Literature/*Letras*/***Licenciado en Literatura.***

Math/*Matemáticas*/***Licenciado en Matemáticas Actuariales.***

Psychology/*Psicología*/***Licenciado en Psicología***/12 sems.

Social Work/*Servicio Social*/***Licenciado en Trabajo Social.***

Sociology/*Sociología*/***Licenciado en Sociología.***

Statistics/*Estadística*/***Licenciado en Estadística.***

UP San Martín de Tarapoto, Tarapoto. Operated 1963–1969. Closed. Began administrative activities in 1982. Opened for student enrollment in March 1983.

UP Víctor Andrés Belaunde, Apdo. 48, Ayacucho. Estd. 1968. Closed 1977. NA.

Appendix E

Tertiary Level Non-University Teacher Training Institutions, 1967-1981

The schools are listed alphabetically by location. Other names by which the school has been known are given in parentheses after the current name. The following abbreviations have been used: EN—*Escuela Normal* (normal school); ENM—*Escuela Normal Mixta* (co-educational normal school); ENMP—*Escuela Normal Mixta Particular* (private co-educational normal school); ENP—*Escuela Normal Particular* (private normal school); ENS—*Escuela Normal Superior* (higher normal school); ENSM—*Escuela Normal Superior Mixta* (co-educational higher normal school); ENSP—*Escuela Normal Superior Particular* (private higher normal school); ERBA—*Escuela Regional de Bellas Artes* (regional school of fine arts); EREA—*Escuela Regional de Educación Artística* (regional school of artistic education); ERM—*Escuela Regional de Música* (regional music school); IP—*Instituto Pedagógico* (pedagogical institute); IREF—*Instituto Regional de Educación Física* (regional institute of physical education); ISEF—*Instituto Superior de Educación Familiar* (higher institute of family education).

Location	School	Description
Abancay	EN de Mujeres "Nuestra Señora del Rosario"	Closed.
	ENM de Abancay (EN de Varones de Apurímac)	Men's school; became co-ed. Closed. Reopened 1981 with *educación inicial, educación básica.*
Acolla	ERM de Junín	Operating by 1975.
Andahuaylas	ENM "Túpac Amarú II"	Closed 1969. Reopened 1980 as ESEP.
Arequipa	ENP de Mujeres "Santa María"	Closed by 1970.
	ENS de Varones "San Juan Bautista de La Salle"	Closed.
	ENSM de Arequipa (EN de Mujeres "Regina Mundi")	Closed.
	ENSP de Varones "San Jerónimo"	Closed by 1975.
	ERBA "Carlos Baca Flor"	Closed.
	ERM "Luis Dunker Lavalle"	Operating by 1975.
	IREF	Closed by 1975.
Ayacucho	ENSM "Nuestra Señora de Lourdes" (ENS de Mujeres "Nuestra Señora de Lourdes")	Phasing out 1980. Operating 1981 with *educación básica* program.
	ERBA "Felipe Huaman Poma"	Operating by 1975.
	ERM "Gabriel Condorcunca"	Operating by 1975.
	IREF "Libertad de América"	Closed by 1975.
Azángaro	ENM de Azángaro	Closed by 1975. Scheduled to reopen but not open 1981.
Cajabamba	Escuela de Bellas Artes "José Sabogal"	Closed by 1975.
	ENM "Antenor Orrego"	Closed.
	ERBA	Operating 1970; closed by 1975.
Cajamarca	ENS de Varones	Closed by 1976.

SOURCES: In-house working papers supplied by Graciela Ruiz Durán, Directora General, Oficina Sectorial de Planificación, Ministerio de Educación (Lima), and José Abel Mayor Guerrero, Director Técnico de Formación Artística, Instituto Nacional de Cultura (Lima); Raquel E. Núñez, *Guía Nacional de Orientación Profesional Práctica* (Lima, 1978).

	ENSM de Cajamarca (ENS de Mujeres "Santa Teresita") ENS Técnica de Cajamarca	Operating 1981 with *educación inicial, educación básica* programs. Closed by 1975.
Canchis	Escuela Normal Mixta	Scheduled to reopen but not open 1981.
Cañete	ENM de Cañete	Closed by 1975.
Cangallo	EN de Varones "Basilio Auqui"	Closed 1969.
Celendín	ENSM de Celendín Instituto Pedagógico Regional	Scheduled to reopen 1982. Closed by 1975; reopened as ESEP.
Cerro de Pasco	Escuela Normal Mixta	Estd. but not open 1981.
Chachapoyas	ENM de Chachapoyas	Closed 1979; reopened 1980 with *educación básica* program.
Chiclayo	ENSM "Sagrado Corazón de Jesús" (ENS de Mujeres "Sagrado Corazón de Jesús") *ERM de Chiclayo* *ISEF de Chiclayo*	Phasing out 1980. Operating 1981 with *educación inicial, educación básica* programs. *Operating by 1975.* *Operating 1970; closed by 1975.*
Chincha	*ENSM de Chincha*	*Closed 1979; reopened 1980 as ESEP.*
Chiquián	*ENM de Chiquián*	*Closed by 1975.*
Chosica	*ENSP de Varones "Marcelino Champagnat"* ENSP "Salesiana"	*Program in educación básica.* Closed by 1975.
Chota	ENM "Nuestra Señora de Chota" (EN de Mujeres "Nuestra Señora de Chota")	Operating 1981 with *educación básica* program.
Chulucanas	ENM de Chulucanas	Closed by 1975.
Chupaca	ENS de Varones "Teodoro Peñaloza" (ENM de Huancayo, ENSM "Teodoro Peñaloza")	*See* ENM de Huancayo, Huancayo. Men's school; became co-ed. Reverted to original name, all-male status. Phasing out 1980. Operating 1981 with *educación básica* program.
Coracora	ENM de Coracora	Closed 1969.
Curahuasi	EN de Varones de Curahuasi	Closed 1969.
Cutervo	EN de Varones "Octavio Matta"	Closed by 1975.
Cuzco	ENSM "Santa Rosa" (ENS de Mujeres "Santa Rosa," ENS "Santa Rosa") ENSP de Varones "Obispo Calientes" ERBA "Diego Quispe Tito" ERM "Leandro Alviña" Escuela Superior de Cooperadoras Sociales "Pío XII" Escuela Superior de Cooperadoras ISEF del Cuzco	Women's school; became co-ed. Phasing out 1980. Operating 1981 with *educación inicial, educación básica* programs. Program in *educación básica.* Operating by 1975; still operating in 1981. Operating by 1975. Operating by 1970; closed by 1975. Scheduled to open 1980; not open 1981. Operating 1970; closed by 1975. Scheduled to reopen but not open 1981.
Ferreñafe	EN Municipal ENS "Enrique López Albujar"	Closed 1969. Closed by 1975.
Huamachuco	ENM "José Faustino Sánchez Carrión"	Closed by 1975. Scheduled to reopen 1982.
Huancavelica	EN de Mujeres "Inmaculado Corazón de María" ENSM de Huancavelica (ENS de Varones "José María Chávez")	Closed by 1975. *Educación básica* program offered 1981.
Huancayo	ENM de Huancayo	See ENS de Varones "Teodoro Peñaloza," Chupaca.

	ENMP "Juan Enrique Pestalozzi"	Closed by 1975.
	ENS de Mujeres de Huancayo *or* ENS de Mujeres "La Asunción"	See ENS de Mujeres "La Asunción," Palián.
Huanta	ENM de Huanta	Closed by 1975.
Huánuco	ENM "Marcos Durán Martel"	Phasing out 1980. Operating 1981 with *educación básica* program.
	ENM "Daniel Alomias Robles"	Operating by 1975.
Huaraz	Escuela Departamental de Bellas Artes y Folklore de Huaraz	Operating 1970; closed by 1975.
	ENM de Huaraz (EN de Mujeres "Mercedes Indacochea")	Phasing out 1980. Operating 1981 with *educación básica* program.
	ENP de Mujeres de Huaraz	Closed by 1975.
	Escuela Regional de Arte de Huaraz	Operating 1975; closed by 1980.
	ERBA "Teófilo Castillo"	Closed.
	EREA	Operating 1981.
Huari	ENM de Huari	Closed by 1975.
Huarisca	ENM de Huarisca	Closed by 1975.
Ica	EN de Mujeres "Juan XXIII"	Closed by 1980. Reopened 1981 with *educación inicial, educación básica* programs.
	ERBA "Sérvulo Gutiérrez"	Operating by 1975.
Iquitos	ENS General "Ernesto Montagne Markholz"	Scheduled to reopen 1980; not open 1981.
	ENSM "Sagrado Corazón" (ENS de Mujeres "Sagrado Corazón")	Closed.
	ERBA "Víctor Morey Peña"	Operating by 1975.
	ERM "Luis Lujan"	Operating by 1975.
	Instituto Superior de Educación Física	Closed by 1975.
Jaén	EN de Mujeres "La Inmaculada"	Closed 1969.
	ENM de "Víctor Andrés Belaunde"	Closed.
Jauja	ENSM de Jauja	Closed by 1975.
Juanjuí	EN de Mujeres "La Inmaculada"	Closed 1969.
Juliaca	ENM de Juliaca	Closed by 1975.
	Escuela Regional de Formación	Scheduled to open 1980; not open 1981.
	EREA	Operating by 1981.
	EREA de Juliaca	Operating by 1975.
Lambayeque	IREF	Closed by 1975.
Lampa	IREF	Closed by 1975.
La Unión	ENM "Hermilio Valdizán"	Closed 1969.
La Victoria	Instituto Nacional de Educación Física	Scheduled to reopen 1980; not open 1981.
Lima	Centro Superior de Investigación, Formación y Calificación de Recreación, Educación Física y Deportes	Program in *educación física.*
	Conservatorio Nacional de Música	Closed by 1975.
	Escuela Nacional de Arte Dramático (Instituto Nacional Superior de Arte Dramático)	Closed by 1975; operating 1981.
	Escuela Nacional de Arte Folklórico (Escuela Nacional de Música y Danzas Folklóricas)	Closed by 1975. Operating in 1981.
	Escuela Nacional de Ballet (Instituto Nacional de Ballet)	Operating 1981.
	Escuela Nacional de Bellas Artes (Escuela Nacional Superior de Bellas Artes del Perú)	Closed by 1975.
	ENMP "El Nazareno"	Closed by 1975.
	ENMP "Jorge Polar"	Closed by 1975.

	ENMP "Julio A. Chiriboga"	Closed by 1975.
	ENMP "Luis H. Bouroncle"	Closed by 1975.
	ENMP "Panamericana"	Closed by 1975.
	ENP de Mujeres "Ascensión Nicol"	Closed by 1975.
	ENP de Mujeres "Madre Carmen Celeste"	Closed by 1975.
	ENP de Mujeres "Santa María Eufrasia"	Closed by 1975.
	ENS de Breña	Closed by 1975.
	ENSM de Breña (Instituto Superior Municipal de Formación Magisterial de Breña)	Closed.
	ENSM de La Victoria	Operating 1970; closed.
	ENSM Particular "Toribio Rodríguez de Mendoza"	Closed by 1975.
	ENSP de Mujeres "Clara Alvarez"	Closed by 1975.
	ENSP de Varones "Santo Toribio de Mogrovejo"	Closed by 1975.
	ENSP "María Auxiliadora"	Closed by 1975.
	IP Nacional de Educación Inicial (Primer EN Experimental "Instituto Nacional de Especialización en Educación Infantil" or Instituto Nacional de Especialización en Educación Infantil)	Only national pedagogical institute of preschool education. Program in educación inicial.
	IP Nacional de Varones	Closed.
	ISEF de Lima	Operating 1970; closed by 1975.
	Instituto Superior Municipal de Formación Magisterial de La Victoria	Closed.
Monterrico	IP Nacional de Monterrico (IP Nacional de Mujeres)	Programs in educación inicial, educación básica.
Moquegua	Escuela Normal Mixta	Scheduled to reopen but not open 1981.
Moyobamba	EN de Varones	Closed by 1975. Scheduled to reopen.
Nazca	ENM "Nuestra Señora de Guadalupe"	Closed 1969.
Otuzco	ENM "Nuestra Señora de la Asunción"	Closed by 1975.
Oxapampa	Escuela Normal Mixta	Closed by 1975.
Palián	ENS de Mujeres "La Asunción" (ENS de Mujeres de Huancayo or ENS de Mujeres "La Asunción," Huancayo)	Scheduled to reopen 1980; not open 1981.
Palpa	Escuela Normal Mixta	Closed 1969.
Pilcomayo-Huancayo	Instituto Superior de Educación Física Cooperativa Pilcomayo	Closed by 1975.
Piura	ENS de Mujeres "Sagrado Corazón de Jesús"	Closed; reopened 1981 as ESEP.
	ENS de Varones "Almirante Miguel Grau"	Closed; reopened as ESEP.
	ERSA "Ignacio Merino"	Operating by 1975; closed. Operating in 1981.
	ERM "José M. Valle Riestra"	Operating by 1977.
	IREF	Closed by 1975.
	ISEF de Piura	Operating 1970; closed by 1975.
Pomabamba	Escuela Normal Mixta	Closed by 1975.
Porongoche	ENS de Varones "San Juan"	Scheduled to open but not open 1981.
	ENSP de Varones "San Juan"	Scheduled to open 1980; not open 1981.
Pucallpa	EN de Varones	Closed by 1970.
	ENM "Madre Querubina" (EN de Mujeres "Madre Querubina")	Closed by 1u75.
Pueblo Nuevo	ENSM	Scheduled to open but not open 1981.
Puerto Maldonado	EN de Mujeres "Nuestra Señora del Rosario"	Closed.

Puno	ENS de Varones "San Juan Bosco"	Closed by 1976. Reopened 1980 as ESEP "Manuel Núñez Butrón."
	ENSM (ENS de Mujeres "María Auxiliadora")	Women's school which became co-ed. Closed. Scheduled to reopen 1980; not open 1981.
	Escuela Regional de Bellas Artes	Closed.
	EREA (ERBA de Puno)	Operating by 1970.
Puquio	Escuela Normal Mixta	Closed by 1974. Scheduled to reopen 1980; not open 1981.
Requena	EN de Mujeres "María Inmaculada"	Closed 1969.
	ENM de Requena (EN de Varones de Requena)	Closed by 1976. Scheduled to reopen but not open 1981.
San Pedro de Lloc	ENSM "David Sánchez Infante" (ENM "David Sánchez Infante")	Scheduled to reopen 1980; not open 1981.
[illegible]	EN de Varones	Closed 1969.
Sicuani	EN de Mujeres "Gregoria Santos"	Closed by 1975.
Sullana	Escuela Normal Mixta (ENS de Mujeres "[illegible]")	Scheduled to reopen 1980; not open 1981.
Tacna	ENS de Mujeres "Corazón de María"	Closed by 1975.
	ENSM "Champagnat" (ENS de Varones "Champagnat")	Men's school which became co-ed. Programs in *educación inicial, educación básica.*
Tarapoto	ENM "Virgen Dolorosa"	Program in *educación básica.*
Tarma	ENM de Tarma	Operating 1970; closed.
Tingua	EN de Varones "Ignacio A. Ramos Olivera"	Closed by 1975.
Tinta	EN de Varones "Tupac Amarú"	Operating 1970; closed.
Trujillo	ENS "Indoamérica"	Closed.
	ENSM "Indoamérica"	Closed.
	ENSP de Mujeres "Santo Tomás de Aquino"	Program in *educación básica.*
	ENSP Mixta "Carlos Uceda Meza"	Closed by 1979.
	Escuela Regional de Arte Dramático	Affiliate of Escuela Nacional de Arte Dramático, Lima.
	ERBA de Trujillo	Operating by 1975.
	EREA	Operating by 1981.
	ERM "Carlos Valderrama"	Operating by 1977.
	Escuela Regional de Música y Danzas Folklóricas	Operating by 1970; closed by 1977.
	ISEF de Trujillo	Operating 1970; closed by 1975.
Tumbes	EN "José Antonio Encinas"	Program in *educación básica.*
[illegible]	ENS de Mujeres "Regina"	Scheduled to open but not open 1981.
Urubamba	ENS de Varones	Scheduled to reopen 1980; not open 1981.
Yungay	Escuela Normal Mixta	Established 1981.
Yurimaguas	Escuela Normal Mixta	Closed.

Appendix F

Tertiary Level Non-University Institutions

Arts Education. See Chapters IV, VII, and Appendix E.

Ecclesiastical Education (date of establishment given in perentheses).
  Academia San José, Cañete (1971).
  Instituto Superior de Estudios Teológicos "Juan XXIII"/ISET, Lima (1975).
  La Facultad de Teología Pontificia y Civil de Lima. See Chapter V and Appendix D for more information.
  Seminario de San Carlos y San Marcelo, Trujillo (1628).
  Seminario de San Francisco de Sales, Huaraz (1902; closed, reopened 1980).
  Seminario de San Jerónimo, Arequipa (1620).
  Seminario de San José, Cajamarca (1911; closed, reopened 1978).
  Seminario de Santo Toribio de Mogrovejo, Chiclayo (1967).
  Seminario de Santo Toribio de Mogrovejo, Lima (1592).
  Seminario Los Santos Apóstoles, Chaclacaya (1964).
  Seminario Nuestra Señora de Cocharcas, Abancay (1977).
  Seminario San Luis Gonzaga, Jaén (1970).
  Seminario San Pío X, Huancayo (1954).

Military Education. See Chapter VII.

Nursing Education
  Escuela de Enfermeras de la Clínica Anglo Americana, Lima.
  Escuela de Enfermeras de la Sanidad de las Fuerzas Policiales, Lima.
  Escuela de Enfermeras de la Sanidad Naval, Lima.
  Escuela de Enfermeras de la Seguridad Social, Lima.
  Escuela de Enfermeras de Tacna, Tacna.
  Escuela de Enfermeras Regional del Centro, Tarma.
  Escuela Nacional de Enfermeras Arzobispo Loayza, Lima.
  Escuela Nacional de Enfermeras "Daniel A. Carrión," Callao.
  Escuela Nacional de Enfermeras del Hospital del Niño, Lima.

Other Professional Education
  Escuela de Administración de Negocios para Graduados/ESAN, Lima. See Chapter V and Appendix D for more information.
  Escuela de Salud Pública del Perú, Lima. See Chapter VI.
  Escuela Nacional de Ingeniería Técnica/ENIT, Av. Túpac Amarú, Lima. See Chapter VII.
  La Academia Diplomática del Perú, Lima. See Chapter VII.

Useful References

Not much information exists about Peruvian education. What does exist is in Spanish, and most of it is difficult to obtain. The following list is incomplete but does include those publications of greatest interest to admissions officers.

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Consejo Nacional de la Universidad Peruana. *Grados, Títulos, Programas y Departamentos Académicos por Universidades*. Organo de Difusión No. 1. Dirección de Planificación Universitaria Unidad de Estadística. Lima: Consejo Nacional de la Universidad Peruana, 1969.

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